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ABSTRACT

This technical supplement presents various reports on education in Maryland. The materials include: (1) papers on the state of Maryland's public school construction program, including supplemental material, and a focus report on Prince George's County public schools; (2) a report on system renovations, aging school program, and supplemental aging school program; (3) pubic school construction funding and allocation process; (4) Maryland partnerships in education; (5) accountability in education (a briefing document and a full report); (6) the Maryland State Department of Education's (MSDE) presentation on information management issues; (7) using the Maryland School Performance Program data and school improvement in Howard County; (8) the Maryland School Performance Assessment Program interpretation for Allegany County Public Schools; (9) school improvement in Harford County Public Schools; (10) MSDE fact sheets for national board for professional teaching standards, regional professional development networks, and recommendation of strategic direction for professional development; (11) teaching for America's future; (12) performance-based teacher licensure system in Maryland; (13) the report of the task force on school-enrollment audits; (14) approaches to determining student enrollment and distributing education aid to local school systems; and (15) an overview of performance audits to evaluate MSDE's procedures for distributing and monitoring aid to local subdivisions. (RJM)

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Task Force on Education Funding Equity, Accountability, and Partnerships

Technical Supplement
Volume II

1632

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Annapolis, Maryland
December 1997

Task Force on Education Funding Equity, Accountability, and Partnerships

Technical Supplement
Volume II

Annapolis, Maryland
December 1997

For further information concerning this document contact:

Department of Legislative Services
90 State Circle
Annapolis, Maryland 21401

Baltimore: (410) 841-3710 ● Washington: (301) 858-3710
Other areas: 1-800-492-7122, extension 3710
TTY (410) 841-3814 ● (301) 858-3814
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STATE OF MARYLAND

PUBLIC SCHOOL CONSTRUCTION PROGRAM

TASK FORCE
ON
EDUCATION FUNDING EQUITY, ACCOUNTABILITY, AND PARTNERSHIPS

September 17, 1997

Yale Stenzler, Executive Director
Public School Construction Program
200 W. Baltimore Street
Baltimore, Maryland 21201
(410) 767-0610

STATE OF MARYLAND

PUBLIC SCHOOL CONSTRUCTION PROGRAM

Established July 1, 1971 (effective for projects February 1, 1971)

- *Recommended by task force chaired by then Senator Harry Hughes
- *Legislation proposed by Governor Marvin Mandel
- *Legislation approved by the Maryland General Assembly
- *Authorized State Board of Public Works to develop R.R.&P
- *Annual appropriation

    Governor Marvin Mandel
    Governor Harry Hughes
    Governor William Donald Schaefer
    Governor Parris N. Glendening
    and
    The Maryland General Assembly

Purpose

- *Provide local property tax relief
- *Relieve the subdivisions of the high costs of school construction
- *Address the considerable backlog of new construction, renovation, and replacement schools
- *Even out the financial impact through the State assumption of these costs
- *Equalize educational facilities and opportunities throughout the State

Initial Eligible Costs (1971)

- *Building new schools
- *Renovations and/or additions to existing schools
- *Architectural and engineering fees
- *Movable furniture and equipment

Current Eligible Costs (1997)

- *Renovations and/or additions to existing schools
- *Building new schools
- *Systemic renovations (roofs, boilers, chillers, electrical, mechanical)
- *LOOK OF THE FUTURE (high school science facility renovations)
- *Pre-Kindergarten additions (renovations)
- *Technology in Maryland Schools Program
- *Projects for Disruptive Youth
- *Aging School Program

PUBLIC SCHOOL CONSTRUCTION PROGRAM

Board of Public Works

Parris N. Glendening, Governor
Louis L. Goldstein, Comptroller
Richard N. Dixon, Treasurer

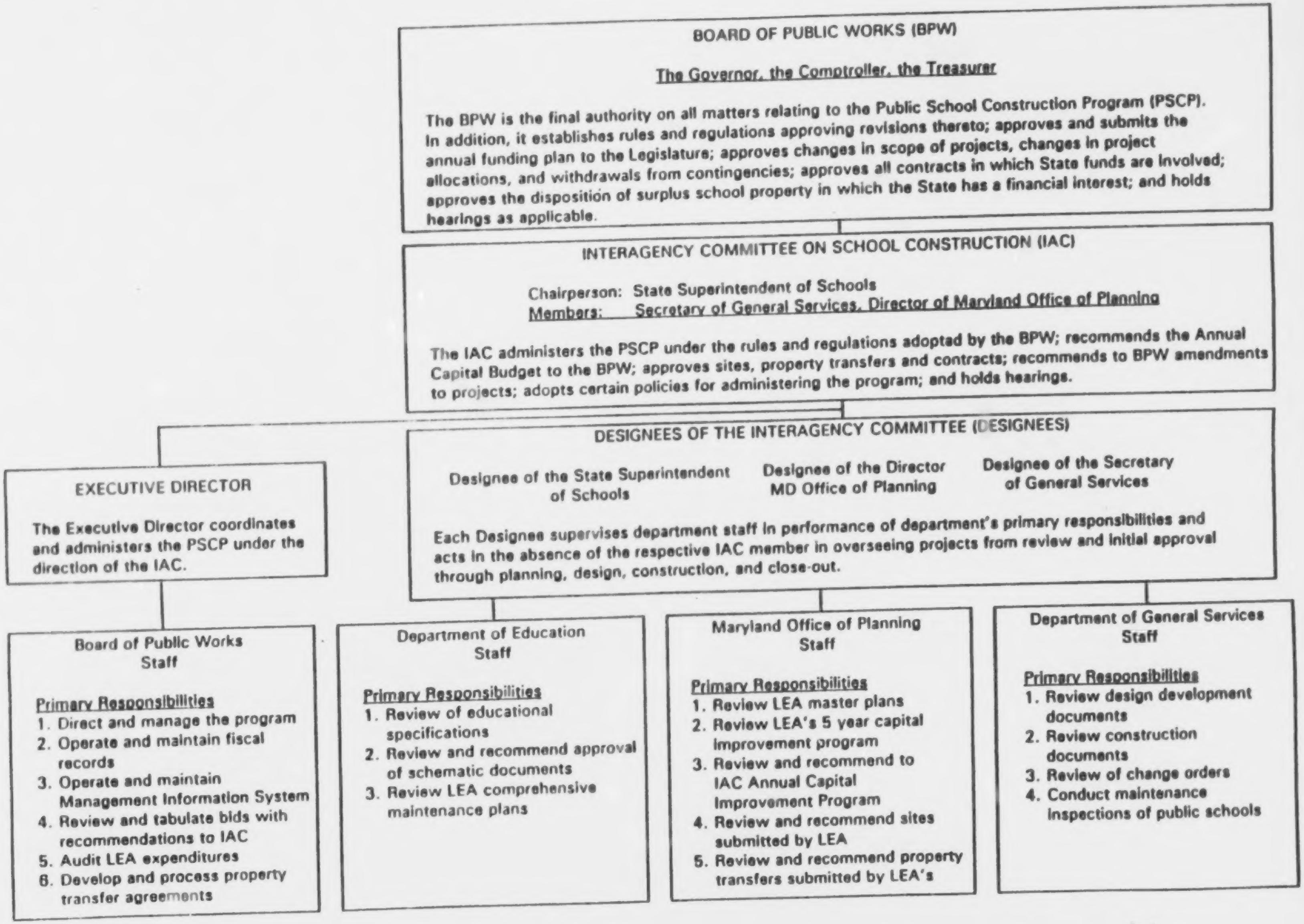
Interagency Committee on School Construction

Nancy S. Grasmick, State Superintendent of Schools
Ronald Kreitner, Director, Maryland Office of Planning
Gene Lynch, Secretary, Department of General Services

Yale Stenzler, Executive Director

Fiscal Year 1998

Construction Projects (64)	$121,008,000
Systemic Renovations (58)	16,727,000
Technology in Maryland Schools Program (107)	5,576,000
LOOK OF THE FUTURE - High School Science projects (11)	6,036,000
Pre-kindergarten - additions (3)	273,000
Relocatable Classrooms - movement (13 - 45 classrooms)	661,000
Contingency (FY'98)	19,000
Total	$150,300,000
Aging School Program (TBD)	4,350,000
Grand Total	$154,650,000



BOARD OF PUBLIC WORKS (BPW)

The Governor, the Comptroller, the Treasurer

The BPW is the final authority on all matters relating to the Public School Construction Program (PSCP). In addition, it establishes rules and regulations approving revisions thereto; approves and submits the annual funding plan to the Legislature; approves changes in scope of projects, changes in project allocations, and withdrawals from contingencies; approves all contracts in which State funds are involved; approves the disposition of surplus school property in which the State has a financial interest; and holds hearings as applicable.

INTERAGENCY COMMITTEE ON SCHOOL CONSTRUCTION (IAC)

Chairperson: State Superintendent of Schools
Members: Secretary of General Services, Director of Maryland Office of Planning

The IAC administers the PSCP under the rules and regulations adopted by the BPW; recommends the Annual Capital Budget to the BPW; approves sites, property transfers and contracts; recommends to BPW amendments to projects; adopts certain policies for administering the program; and holds hearings.

EXECUTIVE DIRECTOR

The Executive Director coordinates and administers the PSCP under the direction of the IAC.

DESIGNEES OF THE INTERAGENCY COMMITTEE (DESIGNEES)

Designee of the State Superintendent of Schools

Designee of the Director MD Office of Planning

Designee of the Secretary of General Services

Each Designee supervises department staff in performance of department's primary responsibilities and acts in the absence of the respective IAC member in overseeing projects from review and initial approval through planning, design, construction, and close-out.

Board of Public Works Staff

Primary Responsibilities
1. Direct and manage the program
2. Operate and maintain fiscal records
3. Operate and maintain Management Information System
4. Review and tabulate bids with recommendations to IAC
5. Audit LEA expenditures
6. Develop and process property transfer agreements

Department of Education Staff

Primary Responsibilities
1. Review of educational specifications
2. Review and recommend approval of schematic documents
3. Review LEA comprehensive maintenance plans

Maryland Office of Planning Staff

Primary Responsibilities
1. Review LEA master plans
2. Review LEA's 5 year capital improvement program
3. Review and recommend to IAC Annual Capital Improvement Program
4. Review and recommend sites submitted by LEA
5. Review and recommend property transfers submitted by LEA's

Department of General Services Staff

Primary Responsibilities
1. Review design development documents
2. Review construction documents
3. Review of change orders
4. Conduct maintenance inspections of public schools

STATE OF MARYLAND PUBLIC SCHOOL CONSTRUCTION PROGRAM
FY'72 - FY'98

Local Education Agency	Total Allocations FY72 - FY98	Total Debt Service Assumed [(1)]
Allegany	$ 56,082,345	$ 5,737,953
Anne Arundel	231,570,316	64,274,219
Baltimore	196,524,517	148,891,818
Calvert	69,948,766	1,233,824
Caroline	21,953,514	4,103,808
Carroll	97,067,085	3,109,702
Cecil	62,619,923	7,068,535
Charles	104,040,234	10,335,894
Dorchester	39,480,041	4,198,347
Frederick	123,391,595	22,428,140
Garrett	32,548,190	939,619
Harford	134,467,442	22,362,896
Howard	148,000,681	9,159,768
Kent	10,132,682	432,808
Montgomery	362,041,346	98,323,757
Prince George's	216,266,629	149,273,944
Queen Anne's	23,808,000	3,828,066
St. Mary's	58,134,498	3,345,538
Somerset	27,588,261	1,479,807
Talbot	15,954,317	3,980,879
Washington	64,640,917	14,941,320
Wicomico	50,400,104	8,648,435
Worcester	27,185,226	510.542
Baltimore City	328,021,533	167,012,458
State Projects	13,771,488	
Sub Total	$2,515,639,650	$755,622,077
Statewide Contingency	95,350	
Total	$2,515,735,000	$755,622,077

(1) Represents debt service assumed on construction contracts let prior to June 30, 1967, and to be paid through 1998

5/7/97

COMPARISON OF TOTAL ANNUAL CAPITAL IMPROVEMENT

PROGRAM (CIP) REQUESTS, ANNUAL AUTHORIZATIONS, AND ALLOCATIONS

($000 omitted)

Fiscal Year	Funds Requested (1)	Authorized (2)	Reallocated Funds (3)	Total Funds Allocated	Percent Allocated to Requests
1972	$ 427,200	$ 150,000	-	$ 150,000	35.1
1973	417,062	300,000	-	300,000	71.9
1974	402,050	220,000	$ 7,392	227,392	56.6
1975	392,365	212,000	45,714	257,714	65.7
1976	320,468	160,000	-	160,000	49.9
1977	246,559	50,000	33,259	83,259	33.8
1978	202,372	69,000	15,868	84,868	41.9
1979	102,970	57,000	7,318	64,318	62.5
1980	110,772	62,000	3,000	65,000	58.7
1981	96,474	45,000	2,796	47,796	49.5
1982	88,594	45,000	7,068	52,068	58.8
1983	47,138	32,000	-	32,000	67.9
1984	58,360	22,000	5,087	27,087	46.4
1985	84,794	36,000	2,776	38,776	45.7
1986	90,241	34,600	614	35,214	39.0
1987	80,748	44,300	-	44,300	54.9
1988	174,793	57,400	797	58,197	33.3
1989	260,220	60,000 (4)	1,652	61,652	23.7
1990	170,637	88,000 (5)	-	88,000	51.6
1991	198,122	75,000 (6)	5,470	80,470	40.6
1992	204,488	60,000	4,700	64,700	31.6
1993	196,884	69,000	10,000	79,000	40.1
1994	206,286	80,000	7,000	87,000	42.2
1995	239,394	100,000 (7)	6,000	106,000	44.4
1996	281,780	114,000 (8)	4,000	118,000	41.9
1997	273,733	132,000 (9)	8,200	140,200	51.2
1998	309,904	141,000 (10)	9,300	150,300	48.5

(1) Projects not funded in a fiscal year are usually resubmitted the following fiscal year.

(2) The authorized amounts reflect new bond authorizations and "pay-go" funding, where noted.

(3) Reallocation of State funds from the PSCP Statewide contingency account in annual CIP approved by the Board of Public Works. Funds were approved for transfer to the Statewide contingency account from previously approved projects that were (a) dropped as projects by an LEA, (b) project was bid below allocated funds, (c) reduced scope of work from original funding, (d) unexpended funds at completion of project, and/or (e) backcharges as a result of PSCP audits.

(4) Includes $ 7 million "pay-go" funds
(5) Includes $44 million "pay-go" funds
(6) Includes $22 million "pay-go" funds
(7) Includes $18 million "pay-go" funds
(8) Includes $31 million "pay-go" funds
(9) Includes $14 million "pay-go" funds
(10) Includes $19 million "pay-go" funds

Revised 5/97

SUMMARY OF CIP REQUESTS FY 1998-FY 2003
MARYLAND PUBLIC SCHOOL CONSTRUCTION PROGRAM
($000 omitted)

LEA		FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	TOTAL
ALLEGANY		560	4,385	3,306	2,075	1,620	2,343	14,289
ANNE ARUNDEL		9,459	6,293	7,543	6,603	13,045	4,919	47,862
BALTIMORE CITY		17,001	6,408	17,416	12,185	16,002	14,993	84,005
BALTIMORE		38,087	10,000	25,729	10,000	10,000	10,000	103,816
CALVERT		3,292	4,020	5,980	690	0	11,285	25,267
CAROLINE		2,443	2,320	6,166	102	2,907	667	14,605
CARROLL		15,970	19,994	8,030	4,337	1,627	3,771	53,729
CECIL		2,949	3,063	3,032	1,406	1,772	1,884	14,106
CHARLES		21,747	572	572	3,211	4,040	0	30,142
DORCHESTER		1,186	950	440	3,264	425	56	6,321
FREDERICK		14,040	13,286	22,821	7,365	6,051	9,480	73,043
GARRETT		550	488	443	296	105	70	1,952
HARFORD		6,097	17,783	5,798	12,488	9,228	6,323	57,717
HOWARD		47,389	10,998	8,405	14,815	10,650	5,000	97,257
KENT		316	549	313	286	370	210	2,044
MONTGOMERY		72,683	24,178	24,207	45,167	21,093	7,837	195,165
PRINCE GEORGE'S		20,203	26,925	34,914	16,324	3,524	5,292	107,182
QUEEN ANNE'S		5,270	4,319	2,000	5,165	3,900	2,300	22,954
ST. MARY'S		13,661	15,268	2,746	6,289	4,794	2,998	45,756
SOMERSET		72	143	110	363	190	140	1,018
TALBOT		1,149	0	2,746	0	374	0	4,269
WASHINGTON		2,659	2,900	1,844	1,394	4,027	1,394	14,218
WICOMICO		9,116	9,203	6,411	7,856	3,289	2,350	38,230
WORCESTER		4,005	4,899	580	1,947	1,792	1,569	14,792
Total State	(1)	**309,904**	**188,949**	**191,552**	**163,628**	**120,825**	**94,881**	**1,069,739**
Total State Adj.	(2)	**309,904**	**198,396**	**211,186**	**189,416**	**146,863**	**121,097**	**1,176,862**

(1) All projects at estimated July 1997 cost with no adjustment for inflation in subsequent years.

(2) Total adjusted for inflation from July 1997 at 5 percent per year (compounded)

12/96

TOTAL SCHOOL ENROLLMENT

PUBLIC SCHOOL HISTORICAL ENROLLMENTS 1986-1996

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
BALTIMORE CITY	107090	105906	103013	103274	103565	105031	105735	106928	108315	104996	103990
ALLEGANY COUNTY	11528	11323	11179	11053	10992	11071	11031	11072	11077	11076	10970
ANNE ARUNDEL COUNTY	63802	64213	63863	63540	64339	65981	66758	68223	69683	70576	71392
BALTIMORE COUNTY	79229	80228	81070	82751	85183	88188	91092	93924	96402	98606	101000
CALVERT COUNTY	8392	8913	9257	9751	10210	10823	11434	12073	12590	13263	13922
CAROLINE COUNTY	4360	4381	4444	4586	4743	4847	4945	5068	5148	5334	5412
CARROLL COUNTY	20041	20554	20869	21131	21690	22298	22988	23533	24279	25152	25996
CECIL COUNTY	12032	12063	12335	12399	12628	13007	13305	13497	13916	14289	14545
CHARLES COUNTY	17058	17535	17880	18109	18499	18936	19292	19764	20086	20615	20757
DORCHESTER COUNTY	4796	4814	4800	4654	4658	4735	4821	4924	4922	4990	5006
FREDERICK COUNTY	24616	25192	25645	26031	26576	27603	28892	29986	31106	32201	33158
GARRETT COUNTY	5043	5057	5097	5034	5031	5029	5020	5013	4998	5078	5054
HARFORD COUNTY	27830	28550	29018	29675	30906	32210	33063	34024	35261	36155	36928
HOWARD COUNTY	25539	26587	27557	28823	29863	31468	32845	34281	35914	37306	38624
KENT COUNTY	2348	2318	2369	2439	2508	2530	2508	2583	2643	2700	2744
MONTGOMERY COUNTY	93158	94896	97095	98588	101863	105393	107976	111252	114796	118021	119929
PRINCE GEORGE'S COUNTY	102598	103395	104112	105595	107137	109772	111044	113429	115934	119707	122411
QUEEN ANNE'S COUNTY	4808	5019	5174	5200	5288	5408	5618	5720	5856	6086	6176
ST. MARY'S COUNTY	11265	11565	11812	11851	12173	12551	12584	12579	12931	13443	13787
SOMERSET COUNTY	3252	3264	3223	3254	3251	3257	3293	3220	3183	3128	3038
TALBOT COUNTY	3784	3796	3801	3877	4008	4096	4154	4190	4231	4309	4331
WASHINGTON COUNTY	17118	17143	16989	17164	17469	17761	18311	18752	19099	19401	19468
WICOMICO COUNTY	11612	11848	12169	12355	12587	12938	13129	13279	13427	13567	13678
WORCESTER COUNTY	5096	5205	5294	5434	5649	5738	5931	6065	6307	6489	6628
STATE TOTAL	666395	673765	678065	686568	700816	720671	735769	753379	772104	786488	798944

DATA PREPARED BY MARYLAND OFFICE OF PLANNING

8/97

PUBLIC SCHOOL HISTORICAL 1996 AND PROJECTED ENROLLMENT 1997-2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
BALTIMORE CITY	103990	103370	101810	99830	97870	95460	93100	91040	88730	86370	83920
ALLEGANY COUNTY	10970	10970	10950	10820	10710	10610	10520	10390	10270	10160	10010
ANNE ARUNDEL COUNTY	71392	72490	73320	73980	74480	74820	74830	74580	74120	73450	72890
BALTIMORE COUNTY	101000	102910	104410	105200	105930	106320	106140	105750	104720	103460	101870
CALVERT COUNTY	13922	14480	14940	15270	15610	15950	16260	16500	16790	16940	17170
CAROLINE COUNTY	5412	5550	5600	5660	5650	5680	5700	5680	5700	5690	5640
CARROLL COUNTY	25996	26520	26830	27150	27260	27470	27600	27680	27740	27750	27610
CECIL COUNTY	14545	14920	15100	15250	15400	15530	15590	15680	15740	15680	15670
CHARLES COUNTY	20757	21000	21290	21440	21420	21430	21530	21670	21780	22030	22210
DORCHESTER COUNTY	5006	5060	5040	5000	4900	4850	4810	4750	4710	4680	4600
FREDERICK COUNTY	33158	34280	35260	36130	36880	37630	38180	38690	39240	39700	40180
GARRETT COUNTY	5054	5050	5060	5050	5000	4990	4960	4960	4980	4980	4990
HARFORD COUNTY	36928	37790	38520	39160	39600	39930	40100	40220	40230	40190	40100
HOWARD COUNTY	38624	40220	41770	43050	44230	45130	45800	46400	46740	46960	47060
KENT COUNTY	2744	2830	2900	2940	2940	2920	2880	2830	2780	2740	2660
MONTGOMERY COUNTY	119929	123050	125430	127860	129650	131120	132160	132450	132430	131730	130570
PRINCE GEORGE'S COUNTY	122411	125000	126610	127970	128920	129310	129630	129400	128880	127930	126330
QUEEN ANNE'S COUNTY	6176	6280	6320	6350	6400	6400	6420	6430	6460	6500	6470
ST. MARY'S COUNTY	13787	14220	14490	14740	14680	14690	14670	14690	14730	14640	14610
SOMERSET COUNTY	3038	3040	3030	3030	3020	3000	2980	2950	2920	2900	2880
TALBOT COUNTY	4331	4370	4370	4330	4350	4300	4280	4270	4220	4200	4140
WASHINGTON COUNTY	19468	19740	19910	20050	20090	20070	19980	19880	19710	19500	19310
WICOMICO COUNTY	13678	13870	13980	14090	14080	14050	14050	14020	13990	13990	13970
WORCESTER COUNTY	6628	6760	6880	7000	7000	7000	7020	6980	7030	6980	6960
STATE TOTAL	798944	813730	823820	831340	836060	838620	839200	837870	834630	829130	821790

ALL PROJECTED FIGURES ROUNDED TO NEAREST TEN
PROJECTIONS PREPARED BY MARYLAND OFFICE OF PLANNING

PUBLIC SCHOOL CONSTRUCTION PROGRAM

Funding and Projects FY'88-FY'98

	$M	Projects (1)
FY'88	56	44
FY'89	63	49
FY'90	88	67
FY'91	80	90
FY'92	65	68
FY'93	76	104
FY'94	88	121
FY'95	109	155
FY'96	118	147
FY'97	140	257
FY'98	150	256 (2)

(1) Includes construction, systemic renovation, relocatables, LOOK OF THE FUTURE (Science), prekindergarten, and TECHNOLOGY IN MARYLAND SCHOOLS PROGRAM projects (in appropriate year of funding).

(2) Does not include $4,350,000 for an estimated 120 projects under the Aging School Program.

5/7/97

STATE/LOCAL SHARED COST FORMULA (1)

50	55	60	65	70	75	80
Anne Arundel	Calvert	Prince George's	Carroll	Cecil	Allegany	Somerset
Baltimore County	Queen Anne's		Charles	Dorchester	Baltimore City(2)	
Howard			Frederick	Garrett	Caroline	
Kent			Harford	St. Mary's		
Montgomery			Washington	Wicomico		
Talbot						
Worcester						

(1) Approved by BPW October 6, 1993; effective FY 1995 CIP.

(2) For FY 1998 through FY 2002, Baltimore City shall receive 90 percent for the first $10 million allocated by the State and then 75 percent if any State funds are provided in excess of $10 million; effective FY 1998 CIP.

May 7, 1997

PUBLIC SCHOOL CONSTRUCTION PROGRAM

SUMMARY OF PROJECT APPROVALS

		NUMBER OF PROJECTS					STATE FUNDING			
		TOTAL	NEW		REN / ADD / REPL		NEW		REN / ADD / REPL	
		#	#	%	#	%	$M	%	$M	%
FY'98										
Planning Approval		23	6	26%	17	74%	- - -	- - -	- - -	- - -
State Funding										
Construction Projects		64	12	19%	52	81%	29.5	24%	91.5	76%
*Other Projects		192	- - -	- - -	192	100%	- - -	- - -	29.3	100%
Total Funding	$150.3 M	256	12	5%	244	95%	29.5	20%	120.8	80%
FY'97										
Planning Approval		61	6	10%	55	90%	- - -	- - -	- - -	- - -
State Funding										
Construction Projects		72	14	19%	58	81%	20.0	18%	94.0	82%
*Other Projects		176	- - -	- - -	176	100%	- - -	- - -	26.2	100%
Total Funding	$140.2 M	248	14	6%	234	94%	20.0	14%	120.2	86%
FY'96										
Planning Approval		46	7	15%	39	85%	- - -	- - -	- - -	- - -
State Funding										
Construction Projects		52	10	19%	42	81%	26.0	27%	70.0	73%
*Other Projects		110	- - -	- - -	110	100%	- - -	- - -	22.0	100%
Total Funding	$118.0 M	162	10	6%	152	94%	26.0	22%	92.0	78%
FY'91										
Planning Approval		15	8	53%	7	47%	- - -	- - -	- - -	- - -
State Funding										
Construction Projects		34	16	47%	18	53%	50.0	67%	25.0	33%
*Other Projects		45	- - -	- - -	45	100%	- - -	- - -	5.5	100%
Total Funding	$80.5 M	79	16	20%	63	80%	50.0	62%	30.5	38%

*Includes systemic renovation, science, pre-kindergarten, wiring, and relocatable classroom projects where applicable

5/7/97

102.7 EVALUATION OF PROJECT CLASSIFICATIONS

A. All projects will be evaluated on the basis of past and projected enrollments, not only at the school in question, but at adjacent or nearby schools. Projects for additional capacity may not be recommended for planning approval or funding where adequate capacity is available at adjacent schools.

B. Although the LEA establishes priorities for its local capital program, the evaluation of these priorities with respect to other projects in the State and the limited State funds available is a function of the IAC and the BPW. Projects may be recommended for deferral or modification so that more critically needed projects in the subdivision or in other subdivisions may proceed.

C. The project classifications are as follows:

1. Includes projects to replace or renovate all or parts of schools that have been in use for more than 40 years where the purpose is not to provide significant additional capacity.
2. Includes projects to modernize by additions or renovations (other than "limited use" additions or renovations described in 8. below) to existing schools, which have been in use for more than 25 years, where the purpose is not to provide significant additional capacity.
3. Includes projects to renovate portions of existing schools or to construct additions to schools which support local school systems in the implementation of State and local educational initiatives. These initiatives could include: prekindergarten, science, technology education and Maryland School Performance Program projects in "special assistance" schools.
4. Includes projects to modernize by additions or renovations (other than "limited use" additions or renovations described in 8. below) to existing schools, which have been in use 15 to 25 years where the purpose is not to provide significant additional capacity.
5. Includes projects to construct additions to existing schools to provide instructional space for significant additional student capacity. Within this category, preference will be given to basic instructional spaces such as classrooms and laboratories.
6. Includes projects to build new schools where additions to schools in existing neighborhoods and communities are not possible or practical.
7. Includes systemic renovation projects. These are renovations or replacements of a specific building system in a school facility which extends the useful life of the facility for a minimum of fifteen (15) years.
8. Includes renovations or additions for "limited use" areas such as auditoriums, gyms, locker rooms, swimming pools, kitchens, cafeterias, site modifications, and outdoor education facilities.

SYSTEMIC RENOVATION FUNDING

Systemic renovations allow for the renovation (not maintenance) of specific areas or a building system in a school facility. The purpose is to improve certain areas or systems in a facility while avoiding a building-wide renovation. The following types of projects are eligible for State funding:

- Structural - The installation, replacement, or renovation of roofs, wall systems, windows, floor and ceiling systems;
- Mechanical - The installation, replacement, or renovation of heating, ventilating, and air conditioning systems or mechanical sub-systems;
- Plumbing - The installation, replacement, or renovation of water supply and sanitary systems;
- Electrical - The installation, replacement, or renovation of an electrical system, including the switchgear and distribution system;
- Fire Safety - The installation, replacement, or renovation of a fire safety system, including sprinklers, fire alarm, and fire detection systems; and
- Conveying Systems - The installation, replacement, or renovation of an elevator system.

Each project will consist of a major renovation of a structural, mechanical, electrical, fire safety or a conveying system each costing at least $100,000 within a single facility which would not entail a broader renovation of the facility in order to accomplish the project. Projects which cost less than $100,000 but more than $50,000 are eligible for State funding if a jurisdiction did not request other systemic renovation projects exceeding $100,000 in estimated costs.

December 1995

MARYLAND PUBLIC SCHOOLS

FACILITIES INVENTORY
ADJUSTED AGE OF CONSTRUCTION BY DECADE (1)

	1800 1899	1900 1909	1910 1919	1920 1929	1930 1939	1940 1949	1950 1959	1960 1969	1970 1979	1980 1989	1990 1999	TOTAL
Allegany					112,616	40,316	417,609	309,171	666,831	162,476	211,165	1,920,184
A. Arundel	25,948			16,613	10,637	64,481	892,159	2,598,432	5,269,118	1,419,313	556,412	10,853,113
Baltimore		11,390	23,415	219,711	184,251	403,514	2,993,036	5,772,079	3,086,023	887,421	693,522	14,274,362
Calvert						50,525	4,400	23,240	733,402	222,567	213,751	1,247,885
Caroline							85,980	182,324	391,174	73,445	48,754	781,677
Carroll				35,500	131,844	98,572	370,621	400,930	1,256,174	468,484	374,287	3,136,412
Cecil				10,070	73,990		379,609	382,515	463,212	216,891	268,861	1,795,148
Charles					7,148	12,976	17,727	667,636	1,155,203	460,140	315,278	2,636,108
Dorchester							30,332	8,778	534,992	208,780	4,205	787,087
Frederick				20,222	4,717		73,594	831,171	1,509,299	1,015,151	501,238	3,955,392
Garrett					5,634	2,071	82,982	43,895	309,734	172,588	128,455	745,359
Harford					36,990	222,195	537,540	1,061,090	1,835,134	649,979	355,604	4,698,532
Howard					14,500		8,000	546,287	2,286,084	964,959	769,544	4,589,374
Kent							48,412	60,881	422,695	4,120		536,108
Montgomery					242,068	143,919	1,889,365	4,704,885	4,125,388	2,637,705	2,590,085	16,333,415
P. G.'s				11,937	85,530	49,432	1,735,705	6,678,880	4,871,000	1,168,287	871,608	15,472,379
Q. A.'s			13,686				92,617	228,925	172,835	112,779	74,288	695,130
St. Mary's							177,534	410,923	766,374	190,795	153,316	1,698,942
Somerset								11,765	450,075	101,873	11,237	574,950
Talbot							171,212	129,745	323,484		25,057	649,498
Washington				11,296	28,771	22,127	296,451	620,083	1,367,102	197,426	318,332	2,861,588
Wicomico					61,687	37,238	378,697	512,753	631,102	236,238	5,985	1,862,700
Worcester							8,702	55,756	508,164	341,024	36,442	950,088
Balto. City	77,404		113,915	717,318	727,780	66,593	3,292,841	5,636,861	6,141,931	1,769,485	385,326	18,931,474
TOTAL	103,352	11,390	151,016	1,042,667	1,728,163	1,2[illegible]59	13,985,125	31,881,025	39,276,530	13,681,926	8,912,752	111,986,905 (2)

NOTES: (1) Dates shown are for original construction and additions and reflect adjutments for any renovations.
(2) All figures are gross square footage.

Public School Construction Program
April 1995

APPENDIX C

CAPACITY AND SPACE FORMULA

A. STATE RATED CAPACITY

1. The State Rated Capacity is defined as the maximum number of students that reasonably can be accommodated in a facility without significantly hampering delivery of the educational program.

   It is not intended to be a standard of what class sizes should be. School system staffing varies widely depending on a number of factors. It is, however, a criteria used in evaluating whether a particular school is overcrowded such that relief is needed and provision of additional space may be warranted.

2. The following formula shall be used to determine the State Rated Capacity of existing facilities:

   a. Elementary Schools (for pupils in grades pre-k-5/6, inclusive)

   The State Rated Capacity is derived through multiplying the number of classrooms by the State approved capacity:

Prekindergarten classrooms	x 20
Kindergarten classrooms	x 22
Grades 1 - 5/6	x 25
Special Education (self-contained)	x 10

Adding these totals will yield the SRC for the school.

Elementary grade classrooms and self-contained special education rooms are rooms that are used by the same group of pupils for half or more of the normal school day.

A prekindergarten or kindergarten classroom is a room that is used by the same group of pupils for an entire prekindergarten or kindergarten session, be it morning session, afternoon session, or all of the normal school day.

Spaces in an elementary school which are used by different, small groups of pupils throughout the day (i.e., resource rooms, special reading/remedial rooms, libraries, media centers, cafeterias, physical education rooms, art rooms, computer labs, music rooms, assembly areas, science rooms) are not counted as elementary grade classrooms.

Classrooms or spaces used as classrooms that are smaller than 550 square feet in floor area will generally not be counted for capacity purposes.

23

For classrooms located in an instructional area in which the classrooms are not structurally defined, i.e., open space, the classrooms shall be computed by dividing the open space area by 900 square feet and rounding to the nearest multiple of 900. A reasonable amount of square footage for circulation will be excluded.

b. Secondary Schools (for pupils in middle, junior, and senior high grades 6-12, inclusive)

The State Rated Capacity is 90 percent of the product of the number of teaching stations and 25, and then adding the product of the number of teaching stations for special education and 10.

A teaching station is any space in which scheduled instruction takes place, such as general classrooms, special purpose rooms, laboratories, career technology rooms, business education rooms, band and chorus rooms, art rooms, mechanical drawing rooms, home economics rooms, weight rooms, and wrestling rooms.

A gymnasium which has a standard inter-scholastic basketball court is counted as two teaching stations.

Teaching stations or spaces used as teaching stations that are smaller than 500 square feet will generally not be counted for capacity purposes.

For teaching stations located in an instructional area in which the teaching stations are not structurally defined, i.e., open space, the teaching stations shall be computed by dividing the open space area by 800 square feet and rounding to the nearest multiple of 800. A reasonable amount of square footage for circulation will be excluded.

c. Career Technology Schools and Centers

The State Rated Capacity shall be the product of the number of teaching stations and 20 or 25 where classes are established at this size or larger. Career technology resource classrooms shall not be counted as capacity.

B. DESIGN CAPACITY

1. Design Capacity is used to establish the maximum gross area allowance of a school building eligible for State funding purposes. Design capacity is the product of projected enrollment and a utilization factor. The projected enrollment is the number of students expected to attend the school five years after the project is approved for planning.

On occasion, school systems may build a school larger than agreed to by the State. The school could be built for a larger number of students, or a larger number of square feet per student, or both. In these situations, State funding will be based on the State approved design capacity and the State approved maximum square foot allowances. If additional capacity is constructed beyond that approved by the State, this additional capacity will be recognized and counted in the evaluation of future school system construction projects.

2. Design Capacity is calculated as follows:

   a. Elementary Schools (including prekindergarten, kindergarten and special education students); Career Technology Schools and Centers

      FULL-TIME EQUIVALENT ENROLLMENT (FIVE-YEAR PROJECTION) X 1.0

   b. Secondary Schools (including middle, junior high, and senior high schools, with special education)

      FULL-TIME EQUIVALENT ENROLLMENT X 1.1

C. JUSTIFICATION FOR NEW PROJECTS

LEAs shall study the projected enrollments and capacities for appropriate and adjacent schools to prepare the justification for a new school or an addition. These studies are subject to IAC review and acceptance.

For the purpose of the IAC, an existing school facility shall be considered as overutilized or overcrowded when the current or projected enrollment reaches and/or exceeds the State Rated Capacity. Students in excess of the State Rated Capacity can be used to justify the need for a new school or an increase in capacity at an existing school.

D. STATE FUNDED MAXIMUM GROSS AREA ALLOWANCE

The "maximum gross area allowance" eligible for State funding is the product of the State approved design capacity and the area allowance per pupil.

1. The maximum gross area allowance sets the limit for State participation in a project.

2. The costs of that part of a project which causes the approved maximum gross area allowance to be exceeded will be a local responsibility.

3. The maximum gross area allowance shall not be considered a minimum State space design standard.

4. All computations and determinations for State funding will be consistent with the current Rules, Regulations, and Procedures as adopted by the BPW.

The maximum per pupil area allowances and certain maximum gross areas are listed below:

a. Elementary Schools (Design Capacity)

Up to 325 Students	108 square feet
326 to 334	35,149 square feet
335 to 400	105 square feet
401 to 421	42,000 square feet
422 to 500	100 square feet
501 to 527	49,875 square feet
528 to 720	95 square feet
721 to 762	68,040 square feet
763 to 810	89 square feet
811 to 860	72,293 square feet
861 and up	84 square feet

b. Middle and Junior High Schools (Design Capacity)

Up to 600	120 square feet
601 to 626	72,000 square feet
627 to 1,000	115 square feet
1,001 to 1,045	115,000 square feet
1,046 and up	110 square feet

c. Senior High Schools (Design Capacity)

Up to 650	140 square feet
651 to 700	91,000 square feet
701 to 1,500	130 square feet
1,501 to 1,560	195,000 square feet
1,561 and up	125 square feet

d. Career Technology Schools and Centers

The maximum gross area allowance will be determined by program offerings, with an allowance for administration, support, circulation, mechanical, etc. However, the maximum shall not exceed 210 square feet per full time equivalent student.

e. Special Education Facilities

The gross square footage for students receiving special education service intensities I-IV are included in the design capacity formula in the respective schools above (a-d). The gross square footage for students requiring special education service intensity V will be determined by program offerings and generally will not exceed 180 square feet per full time equivalent student.

PUBLIC SCHOOL CONSTRUCTION PROGRAM

State-owned Relocatable Classrooms

LEA	Number of Classrooms
ALLEGANY	0
ANNE ARUNDEL	2
BALTIMORE CO	9
CALVERT	15
CAROLINE	0
CARROLL	0
CECIL	4
CHARLES	36
DORCHESTER	10
FREDERICK	4
GARRETT	0
HARFORD	7
HOWARD	2
KENT	0
MONTGOMERY	57
PRINCE GEORGE'S	20
QUEEN ANNE'S	14
ST. MARY'S	24
SOMERSET	3
TALBOT	0
WASHINGTON	1
WICOMICO	0
WORCESTER	0
BALTIMORE CITY	4
Total	212

6/30/97

BEST COPY AVAILABLE

11/96

RELOCATABLE CLASSROOMS

LOCALLY OWNED (LEA)

Allegany	2	
Anne Arundel	109	
Baltimore City	32	
Baltimore Co.	136	(1)
Calvert	19	(2)
Caroline	9	
Carroll	112	
Cecil	42	(3)
Charles	37	
Dorchester	0	
Frederick	116	
Garrett	4	
Harford	23	(4)
Howard	59	(5)
Kent	0	
Montgomery	77	(6)
Prince George's	376	
Queen Anne's	29	(7)
St. Mary's	48	
Somerset	2	
Talbot	15	
Washington	33	
Wicomico	56	
Worcester	14	
TOTAL	1,350	

NOTES:

(1) An additional 22 classrooms are leased by LEA
(2) An additional 11 classrooms are leased by LEA
(3) An additional 21 classrooms are leased by LEA
(4) Harford County Government owns an additional 20 classrooms used by LEA
(5) An additional 1 classroom is leased by the LEA
(6) An additional 69 classrooms are leased by LEA
(7) An additional 3 classrooms are leased by LEA

OUTLINE OF PROCEDURES FOR A SCHOOL CAPITAL IMPROVEMENT PROJECT IN THE STATE SCHOOL CONSTRUCTION PROGRAM

A. Prerequisites
   1. By July 1 of each year the LEA will submit or amend its educational facilities master plan.
   2. Prior to September 15 of each year the IAC will inform each LEA of estimated capital funds available for the next fiscal year.

B. Project Planning Approval
   1. LEA submission to PSCP by October 15 as part of its consolidated annual CIP. (Revisions may be submitted until December 7.)
   2. Approval of local government by December 7.
   3. Review, approval, and recommendation by IAC to BPW in January.
   4. Project approved by BPW as part of an annual CIP in January. Establish a tentative maximum State construction budget.

C. Acquisition of School Sites
   1. Submitted by LEA for acquisition approval.
   2. Review and approval by IAC and State Superintendent of Schools.
   3. Acquisition by LEA.

D. Educational Specifications
   1. Educational specifications compiled and written by LEA.
   2. PSCP review and comment on educational specifications.

E. Architect/Engineering Consultants for Design
   1. Selected by LEA.
   2. Agreement drawn up between LEA and architect, with recognition of BPW approved scope, capacity, and the tentative maximum State construction budget.
   3. Funded by LEA.
   4. Record copy of agreement submitted to PSCP.

F. Schematic Drawings
   1. Submitted by LEA prior to September 1.
   2. Reviewed and approved by IAC.

G. Design Development
   1. Pre-design development meeting (optional).
   2. Documents submitted by LEA including life cycle and energy conservation studies prior to November 1.
   3. Documents reviewed with written comments.
   4. Department of General Services written approval of energy design standards.

H. Funding for Construction of a Previously Approved Project
1. Submission to IAC by LEA as part of its annual capital improvement program.
2. Approval of local government by December 7.
3. IAC review for approval and recommendation to BPW in December.
4. Maximum state construction allocation established and adjusted to projected bid date and included in CIP.
5. Project approved by BPW as part of annual CIP in January.
6. Allocations for construction generally available June 1.

I. Construction Documents
1. Submitted by LEA.
2. Actual bid documents (100% completed) reviewed by PSCP with written comments.
3. Authorization to bid if within allocation.
4. LEA acceptance of local construction costs in excess of maximum state construction allocation.

J. Bidding and Contract Award
1. Project bid by LEA.
2. Bids tabulated and submitted to PSCP for approval.
3. Certification of local funding for ineligible construction costs and excess costs over allocation.
4. Contract awarded by LEA after IAC approval.
5. Contract executed by LEA with record copy submitted to PSCP.

K. Construction
1. School constructed under sole direction of LEA.
2. Related construction costs by LEA.
3. Inspection of construction by local inspectors as appropriate.
4. Change Orders
    a. All change orders approved by LEA to be submitted for information to PSCP.
    b. Change orders for state funding will be reviewed for eligibility, availability of funds, and reasonable pricing.
    c. The cost of change orders or a portion thereof in excess of the contingency established at time of contract award approval by IAC shall be funded by LEA.
5. Update facility inventory upon substantial completion.

AGING SCHOOL PROGRAM

Chapter 105 of the Laws of Maryland of 1997
Section 29-1 Grants Contingent Upon Funding
(c) Aging School Program

The following funds shall be provided for the Aging School Program, which shall be administered by the Interagency Committee on Public School Construction, beginning with the Fiscal Year 1998 State budget:

LEA	STATE ALLOCATION
Allegany	$ 150,000
Anne Arundel	240,000
Baltimore City	120,000
Baltimore	1,750,000
Calvert	25,000
Caroline	35,000
Carroll	180,000
Cecil	150,000
Charles	25,000
Dorchester	25,000
Frederick	35,000
Garrett	35,000
Harford	180,000
Howard	25,000
Kent	25,000
Montgomery	510,000
Prince George's	420,000
Queen Anne's	35,000
St. Mary's	35,000
Somerset	25,000
Talbot	60,000
Washington	90,000
Wicomico	150,000
Worcester	25,000
TOTAL	$4,350,000

AGING SCHOOL PROGRAM

ELIGIBLE PROJECTS/EXPENDITURES AND REQUIRED PROJECT APPROVALS

- **All projects require State review, approval and the assignment of a PSC/ASP number.**
- **Any project with a total cost of $100,000 or more requires State approval of the contract award prior to proceeding.**

	NOTES
ADA accessibility (interior/exterior)	(3)
Asbestos and/or lead paint removal/abatement	(4)
Bleacher repair and/or replacement (interior only)	(4)
Building renovations (interior/exterior)	(2)
Carpeting (installation/replacement)	(4)
Ceilings (installation/replacement)	(4)
Communication systems (telephone and/or public address)	(4)
Consumer Science/Family Life facilities	(1)
Doors and/or windows (interior/exterior)	(3)
Electrical systems	(3)
Elevators	(3)
Energy conservation projects	(3)
Fire protection systems and/or components (alarms and/or sprinklers)	(3)
Flooring materials (repair, replace and/or refinish)	(4)
Folding partitions (installation/replacement)	(4)
Heating, ventilating, air conditioning systems and/or components	(3)
Lighting systems and/or components	(3)
Masonry work and/or repointing	(4)
Painting (interior/exterior)	(4)
Plumbing, water, and/or sewer lines and fixtures	(4)
Prekindergarten facilities	(1)
Renovation projects (related to educational programs/services)	(1)
Roofing systems and/or components	(3)
Science facilities (middle or high school)	(1)
Site redevelopment	(3)
Technology Education facilities	(1)
Underground fuel tanks (remove and/or replace)	(4)
Wiring schools for technology (voice, video, & data)	(3)

NOTES:

(1) The following submittals are required: an abbreviated educational specification, schematic drawings, design development document and construction document.

(2) The following submittals are required: design development document and construction document.

(3) The following submittal is required: construction document.

(4) There are no submissions required after the project is assigned a PSC/ASP number.

ADDITIONAL NOTE: Other projects will be reviewed for eligibility on a case-by-case basis, and required submittals will be specified.

STATE OF MARYLAND

PUBLIC SCHOOL CONSTRUCTION PROGRAM

TASK FORCE
ON
EDUCATION FUNDING EQUITY, ACCOUNTABILITY, AND PARTNERSHIPS

SUPPLEMENTAL MATERIAL/INFORMATION

OCTOBER 14, 1997

Yale Stenzler, Executive Director
Public School Construction Program
200 W. Baltimore Street
Baltimore, Maryland 21201
(410) 767-0610

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ACTUAL AND PROJECTED PUBLIC SCHOOL ENROLLMENT DATA
TOTAL NUMBERS OF STUDENTS, MARYLAND

PROJECTION DATE	PROJECTION PERIOD	YEAR PROJECTED	PROJECTED NUMBER	ACTUAL NUMBER	PROJECTION DIFFERENCE	PERCENTAGE DIFFERENCE
September, 1987	1987-1991	1991	706,460	720,671	14,211	1.97%
September, 1988	1988-1992	1992	730,400	735,769	5,369	0.73%
September, 1989	1989-1993	1993	751,800	753,379	1,579	0.21%
September, 1990	1990-1994	1994	776,470	772,104	(4,366)	-0.57%
September, 1991	1991-1995	1995	804,390	786,488	(17,902)	-2.28%
July, 1992	1992-1996	1996	829,020	798,944	(30,076)	-3.76%

Prepared By: Maryland Office of Planning, October 1997.
Source: Public School Enrollment Projections, Published from 1987 to 1992.

FORWARD FUNDED PROJECTS

The term "forward funding" was coined in 1983 when a local school system obtained county funds to construct a public school for a project that had received State planning approval, but did not receive State funds for construction. Several school systems in subsequent years proceeded to fund school construction projects that had been approved for planning and were awaiting State construction funds.

Some school systems also proceeded into the design and/or construction phase without State planning approval. They proceeded at their own risk without any State commitment to provide funding for the project. These locally funded projects were reviewed and approved by the State Superintendent of Schools, as required by State law.

A few projects have been funded over a two or three year period. They are considered as forward funded projects when the State provides additional funds in the second and/or third year since the County was obligated for the entire contract amount (less the State funds allocated the first year).

The Interagency Committee on School Construction and the Board of Public Works by practice since 1983 have approved State funding reimbursement for approved forward funded projects. The Board of Public Works on October 11, 1989 approved a revision to the Rules, Regulations, and Procedures which added forward funded projects to Rule 8 - Eligible Expenditures. Section (h) was added and reads as follows:

> Projects that have been forwarded funded by a local board of education, when approved by the Board of Public Works and under the Rules, Regulations, and Procedures in effect at the time of Board of Public Works approval, including the Board of Public Works' determination of the eligible portion of each project.

The Tax Reform Act of 1986 and its subsequent regulations placed restrictions on the use and distribution of the proceeds from State General Obligation Bonds. These proceeds could not be used to reimburse a board of education for expenditures that they paid for if the source of their funds were the proceeds from county tax exempt bonds. If the board of education used a non-tax exempt source reimbursement could be provided if the payments were made within the 12 months prior to State reimbursement.

For the State to address the Tax Reform Act of 1986 requirements and be able to reimburse local boards of education for forward funded projects, the State began to allocate some "pay-go" funds in the annual operating budget. Between FY'89 and FY'98, the State provided $155 million in "pay-go" funds. Approximately $112 million was used for forward funded projects.

In working with local board of education and county finance representatives specific projects are examined and a determination made as to how and when the proceeds from the sale of State General obligation Bonds could be used for forward funded projects.

Since Fiscal Year 1984 (through and including FY'98) the State has provided almost $259 million for forward funded projects. Attached is a list of local education agencies, forward funded projects, and the allocations for FY'84-FY'98. Approximately $147 million was allocated from the sale of General Obligation bonds (57%) and $112 million was from pay-go funds (43%).

Currently there are seven (7) projects in three (3) school systems that (a) have received State planning approval; (b) have been designed, constructed, and occupied; and (c) will require pay-go funds for State payments to the local board of education. These projects total approximately $11.5 million.

There are an additional nineteen (19) projects in ten (10) school systems that (a) have received planning approval and (b) are either under construction having received partial State funding for construction in a prior year or construction has begun or will begin prior to the start of FY'99 without having received any State funds for construction. These projects total approximately $86 million and can be funded with the proceeds from State General Obligation Bonds during the next two to three year period.

STATE ALLOCATIONS
FORWARD FUNDED PROJECTS

Year	LEA	Project	Funding	Pay-go	Bonds	Total
FY'84	Montgomery	Gaithersburg E	1,965		1,965	
						1,965
FY'85	NONE					
FY'86	Anne Arundel	Edgewater E	1,468		1,468	
	Montgomery	Woodfield E	1,581		1,581	
		Washington Grove E	1,298		1,298	
						4,347
FY'87	Montgomery	Flower Hill E	3,301		3,301	
		S. Germantown E	3,807		3,807	
		Gaithersburg H	2,245		2,245	
		Bradley Hills E	1,556		1,556	
						10,909
FY'88	Montgomery	Gunners Lane E	5,240		5,240	
		Oakview E	1,571		1,571	
						6,811
FY'89	Montgomery	Strawberry Knoll E	2,970		2,970	
		Waters Landing E	2,663	2,650	13	
		Jones Lane E	2,557	2,550	7	
						8,190
FY'90	Anne Arundel	Shipley's Choice E	2,371	2,371		
	Charles	Wade E	3,705	3,705		
	Frederick	Linganore H	259	259		
	Howard	Bollman Bridge E	2,439	2,439		
	Montgomery	Clearspring E	2,471	2,391	80	
		Greencastle E	2,600	2,539	61	
		Quince Orchard H	7,600	7,600		
						21,445
FY'91	Baltimore	Hines Rd. E	2,232	2,232		
	Charles	Westlake H	2,000		2,000	
	Howard	Waverly E	2,215	2,215		
		Pointers Run	2,670		2,670	
	Montgomery	Goshen E	2,415	2,415		
		Stone Mill E	2,377	2,377		
		Capt. J.E.Daly E	2,617	2,617		
		Bowie Mill E	2,637	2,637		
		Hopkins E	2,167	2,167		
						21,330
FY'92	Baltimore City	Walbrook H	1,400		1,400	
	Cecil	Rising Sun E	3,207		3,207	
		Conowingo E	1,000		1,000	
	Charles	Westlake H	8,275		8,275	

STATE ALLOCATIONS
FORWARD FUNDED PROJECTS

Year	LEA	Project	Funding	Pay-go	Bonds	Total
	Howard	Elkridge E	1,244		1,244	
		Forest Ridge E	2,601		2,601	
	Montgomery	Rachel Carson E	2,940	2,940		
		Gaithersburg E #9	2,192	1,375	817	
		Briggs Chaney M	4,746		4,746	
		Springbrook E #8	2,131		2,131	
	Prince George's	Bucklodge M	2,393		2,393	
						32,129
FY'93	Calvert	Patuxent E	2,377		2,377	
	Cecil	Conowingo E	1,209 •		1,209	
	Charles	Westlake H	1,500 •		1,500	
		Mary Matula E	3,326		3,326	
	Howard	Mount View M	2,393 •		2,393	
		Northwestern E	2,485		2,485	
		Oakland Mills H	805	700	105	
	Montgomery	Sherwood Magruder H	3,292		3,292	
		Fairland E	884		884	
		Seneca Valley M	3,822		3,822	
		Damascus E #6	1,114		1,114	
		Pinecrest E	1,056		1,056	
		Summit Hall E	593		593	
		Travilah E	917		917	
		Pyle M	3,122		3,122	
		White Oak M	2,739		2,739	
	Prince George's	Forestville H	2,032 •		2,032	
	St. Mary's	Lettie Dent E	460		460	
		Green Holly E	396		396	
		Hollywood E	1,986		1,986	
	Washington	N. Hagerstown H	4,983 •		4,983	
						41,491
FY'94	Baltimore	Lutherville E	1,328		1,328	
	Charles	Paul Barnhart E	1,867		1,867	
	Howard	Manor Woods E	2,261		2,261	
		River Hill H	4,000 •		4,000	
		St. John's Lane E	96	96		
	Montgomery	Quince Orchard E #7	1,946		1,946	
		Ashburton E	931		931	
		Springbrook H	6,190 •		6,190	
		Burtonsville E	1,208		1,208	
	St. Mary's	Park Hall E	1,861		1,861	
	Worcester	Pocomoke E	253		253	
						21,941

STATE ALLOCATIONS
FORWARD FUNDED PROJECTS

Year	LEA	Project	Funding	Pay-go	Bonds	Total
FY'95	Anne Arundel	Deale E	1,001		1,001	
	Carroll	Piney Ridge E	2,547	2,547		
	Frederick	Spring Ridge E	1,881	1,881		
	Howard	Western H	4,684 *		4,684	
		Northfield E	332	332		
		Centennial Lane E	205	205		
	Montgomery	Brooke Grove E	2,281	2,281		
		Watkins Mill H	7,274	7,274		
		Springbrook H	1,400 *		1,400	
		Highland View E	712		712	
		Julius West M	2,938		2,938	
	Washington	Boonsboro E	1,363	1,363		
						26,618
FY'96	Anne Arundel	Andover M	813 *	813		
	Baltimore	Baltimore Highlands E	370	370		
	Charles	Mattawoman M	2,400 *		2,400	
	Howard	Long Reach H	2,684 *		2,684	
		Longfellow E	530	530		
	Montgomery	Seneca Valley M	4,070 *		4,070	
		Jackson Road E	1,258		1,258	
		N. Chevy Chase E	663		663	
		Georgian Forest E	1,166	1,166		
		Rosemont E	1,072	1,072		
		Brookhaven E	870	870		
		Bannockburn E	845	845		
		Beall E	1,255	1,255		
		Bel Pre E	237	237		
		Broad Acres E	812	812		
		Burning Tree E	997	997		
		Burnt Mills E	1,800	1,800		
		Cresthaven E	264	264		
		E. Silver Spring E	1,122	1,122		
		Gaithersburg M	2,237 *	2,237		
	Washington	Smithsburg H	1,336	1,336		
						26,801
FY'97	Baltimore	Hillcrest E	418	418		
		Summit Park E	400	400		
		Deep Creek E	400	400		
		Pinewood E	400	400		
		Joppa View E	400	400		
		Relay E	400	400		
	Howard	Glenelg H	1,000 *	1,000		
		Waterloo E	500 *	500		

STATE ALLOCATIONS
FORWARD FUNDED PROJECTS

Year	LEA	Project	Funding	Pay-go	Bonds	Total
	Montgomery	Gaithersburg M	397 *	397		
		Twinbrook E	874	874		
		Paint Branch H	2,744	2,744		
		Galway E	652	652		
		Flower Valley E	1,119		1,119	
		Kemp Mill E	1,838		1,838	
		Cedar Grove E	525	525		
		Rosemary Hills E	943	943		
		Rolling Terrace E	1,523 *	1,523		
		New Hampshire Estates E	1,672	1,672		
		Highland E	1,404	1,404		
		Luxmanor E	667	667		
		Laytonsville E	1,538	1,538		
		Montgomery Knolls E	1,405	1,405		
						21,219
FY'98	Baltimore	Gunpowder E	370	370		
	Montgomery	Rolling Terrace E	1,478 *	1,478		
		Woodlin E	618	618		
		Cloverly E	1,221	1,221		
		Monocacy E	686	686		
		Olney E	1,796	1,796		
		Rock Creek Forest E	776	776		
		Stedwick E	837	837		
		F.S. Key M	656	656		
		Sligo M	2,269 *	2,269		
		Sherwood H	3,000 *	3,000		
						13,707
		Totals	258,903	111,853	147,050	258,903

Note:

* Partially funded project in fiscal year shown.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS - SCHOOL CONSTRUCTION

Background

The Prince George's County Public Schools, serving over 125,000 students (as of September 30, 1996), is the largest school system in the State of Maryland and one of the twenty largest school systems in the United States. This school system has experienced significant changes in enrollment and the demographic composition of the student population during the past twenty-five years.

In 1970 the system served 160,643 students. In 1971 there were 162,617 students in the Prince George's County Public Schools. The racial composition of the schools was approximately 75.1% white students and 24.9% African-American students. The following year there was a slight decline of 842 students to 161,775. When the court ordered bussing was put in place the enrollment for the 1973-1974 school year dropped significantly. It went from 161,775 in 1972 to 154,302 in 1973. This is a decrease of 7,473 students, representing a 4.6% drop. The following three years also showed a decline with approximately 2,600 - 3,700 fewer students per year. This is between 1.8 and 2.5 percent per year.

It should be noted that during this same four-year period (1970 -1973) the public school enrollment in neighboring Montgomery County fluctuated between approximately 125,300 and 126,300. In 1974-1975 the enrollment in Montgomery County dropped by approximately 2,000 students per year (averaging 1.7 % per year).

The decline in enrollment began state-wide in the early 1970's with some school systems experiencing declines of different rates in different years. The significant decline in the Prince George's County Public Schools can be directly linked to the court ordered bussing. Many parents withdrew their students from the public school system to avoid the prospects of bussing and integration. The non-public school enrollment in Prince George's County increased significantly between 1972 and 1973. The public school enrollment as a percentage of the total number of school age children dropped by 1.87% while the state-wide average dropped by only .20%. Several independent "white academies" were established which attracted these students and the existing private schools in the area also saw their enrollments increase. African-American families had no private school option to exercise, even if they opposed court ordered bussing.

Under the court ordered bussing many African-American students were bussed out of their neighborhoods which were inside and around the Washington Beltway to schools outside of their communities. The purpose was to achieve racial integration consistent with standards and guidelines established by the Federal District Court. The results of these transfers and student reassignments coupled with declining enrollment lead to decisions at the local level to close many schools in these otherwise student populated areas.

In 1981, due to declining enrollment and a dramatic shift in the demographic make-up of the student population, the Prince George's County Public Schools unilaterally discontinued a portion of court ordered bussing. In response to this action, the plaintiffs asked the judge to re-open the case against the school system. The judge ruled that the unilateral action of the Board of Education was in violation of the 1972 court order, and thus re-entered the case. As an alternative to a new widespread bussing remedy, which was the recommendation of the court-appointed panel that re-examined the school system, an agreement was reached between the school system and the plaintiffs to establish a Magnet and Milliken II remedy. Limited bussing would remain for approximately 11,000 students.

Racial Composition Changes

As the student enrollment in the Prince George's County Public Schools declined and the racial composition of the student population changed, other student school assignments were necessary in order to keep the racial composition balanced in the schools. Alternative educational programs and special services were developed to continue efforts to be in compliance with the Court Order. This included, but was not limited to, Magnet Schools and Milliken II Schools.

The student enrollment in Prince George's County has gone through a dramatic change since 1972 as reflected in the information provided below.

STUDENT ENROLLMENT BY RACE - PGCPS

School Year	White	Black
1972-1973	75.1%	24.9%
1984-1985	42.2%	57.8%
1996-1997	26.7%	73.3%
Projected		
1999-2000	23.3%	76.7%

These figures clearly depict the difficult task facing the Prince George's County Public Schools in attempting to comply with the Federal District Court racial guidelines. Prince George's County implemented these changes in order to comply: involuntary bussing, increased Magnet Programs, increased Milliken II Schools (with reduced class size when the racial guidelines will be exceeded). As student demographics changed additional changes in student assignments to schools were necessary. In some cases this required longer travel distances and/or travel by bus past one or more public school buildings.

Enrollment Changes

The student enrollments for the Prince George's County Public Schools for the past eleven years (1986 - 1996) and the Maryland Office of Planning's projections for the next ten year period (1997- 2006) are included as an attachment. A summary for a twenty-five year period is presented below and shows the overall changes in the public school enrollment in Prince George's County.

September 30th School Year	Total Enrollment
1971-1972	162,617
1976-1977	144,583
1981-1982	116,121
1986-1987	102,598
1991-1992	109,772
1996-1997	122,411

Prince George's County enrollments declined from 1971-1972 until 1986-1987. Since that time enrollments have increased. The Maryland Office of Planning projects that they will continue to increase through 2002.

During the 1971-1972 school year there were 232 public schools. This number dropped to 171 schools for the 1986-1987 school year. In the 1996-1997 school year there were 179 public school buildings being utilized with approximately 10,000 students in 396 relocatable classrooms (376 local and 20 State).

In general, the public schools in Prince George's County inside and immediately around the Washington Beltway served a high percentage of the minority students in the County. Many of these schools were closed in response to changes in the student enrollment.

During the 1996-1997 school year there were 107 public schools in operation in Prince George's County that were either inside the Washington Beltway or within one mile outside of the Beltway. There were eighty (80) elementary schools with sixty-six (66) inside the Beltway and fourteen (14) within the one mile radius outside the Beltway. At the middle school level there were a total of sixteen schools with thirteen (13) inside and three (3) outside of the Beltway. Eleven (11) high schools served this same area with eight (8) inside the Beltway and the remaining three (3) high schools outside of the Beltway.

The utilization rate (comparison of the State Rated Capacity [SRC] to the full-time equivalent enrollment [FTE]) at these eighty (80) elementary schools was in the range of 75% to 181% with fifty-six (56) schools at or above 100%. At the sixteen (16) middle schools the range of the utilization rate was between 61% and 122%, with three (3) schools at or above 100% utilization. However, in several middle schools that show enrollment below 100% of SRC, students from overcrowded elementary schools are housed. These elementary students are reflected in their home elementary school's enrollment figures, not in middle school enrollment figures. For the eleven (11) high schools the utilization rate was between 70% and 115%. There were five (5) high schools with a utilization rate of 100% or higher.

The minority enrollment (black students) in these 107 schools is from 32% to 100%. There are only six (6) schools with a minority enrollment of less than 50% and they are all at the elementary school level.

The listing of these 107 schools, the dates of construction, the State Rated Capacity (SRC), the enrollment (FTE - 9/30/96), the utilization rate, and the percentage of black students is shown in an attachment.

Neighborhood School Plan

The Superintendent of Schools in July 1994 submitted a Neighborhood School Plan (NSP) to the Prince George's County Board of Education. This plan was based upon the actual enrollments from September 30, 1993 and was viewed as a six-year plan for implementation. The intent of the Plan was to return students to their neighborhood schools. On February 2, 1995 the plan was approved and adopted by the Board. The plan called for new schools to be built, schools that had been closed to be reopened, and for additions to be constructed at many schools. The specific number of schools and the added capacity for each category are shown below from the 1994 NSP plan.

	New Schools	Additions	Reopen
Elementary	10 / 6,250	14 / 1,965	4 / 2,320
Middle	1 / 900	4 / 480	-0-
High	1 / 2,200	4 / 1,040	-0-

Projects identified in the plan were included in the Capital Improvement Program (CIP) request submitted to the Public School Construction Program by the Prince George's County Board of Education in October 1994 for the FY'96 CIP. This request was approved by the Prince George's County government. Subsequent requests in submitted in for FY'97 and FY'98 also included projects that were identified in the NSP.

In FY'96 the State approved planning approval for a new high school for 2,200 students and $3.4 million for architectural fees for the planning of schools to implement the NSP. In the FY'97 CIP, the State approved classroom additions at three (3) schools for additional capacity of 350 students and planning approval and partial State funding for a new elementary school with a capacity of 730. In the FY'98 CIP, the State approved the balance of funding for the new elementary school, partial funding for the new high school (approved for planning in FY'96), planning approval for a new elementary school (730 capacity), and planning for renovations/additions to reopen a former elementary school (440 capacity). It should be noted that other projects were approved during each of the fiscal years but they were not part of the NSP.

In October 1997 a revised plan was developed which was based upon the actual enrollments from September 1996. This plan is entitled the Community Schools Education Plan and includes all the schools currently and projected to be part of the Prince George's County Public Schools through and beyond the year 2006. This plan takes into consideration the changes in student enrollment and the demographic factors which have occurred since the last plan was developed and their projections for the future.

This plan also includes new schools, additions and the reopening of some schools during the next ten-year period. The number of schools and the proposed capacity that they would add are shown below in summary form. It should be noted that there are some differences between the schools and capacity identified in the Community Schools Education Plan (1997) and the Neighborhood School Plan (1994). This should be expected given the three years of growth and the demographic changes that have taken place.

	New Schools	Additions	Reopen
Elementary	11 / 8,275	17 / 2,480	4 / 2,540
Middle	2 / 1,700	7 / 1,000	-0-
High	2 / 3,700	5 / 1,050	-0-

School Construction Projects

The requests for State funding for school construction projects from Prince George's County Public Schools have been submitted annually since the inception of this program in 1971 with the approval of the local government as required under the State Public School Construction Program Rules, Regulations, & Procedures. The requests for the past five years and the current (FY'99 CIP) are shown in the attachment. Their submission is an annual request and an indication of their anticipated requests for each of the next five years. The six-year totals have ranged from $62 million (FY 1994 - FY 1999) to $146 million (FY 1996 - FY 2001). These requests were approved by the local government.

The State Public School Construction Program has provided funds to Prince George's County Public Schools in excess of $216 million since the inception of this Program in 1971. During the five-year period between and including FY'91 and FY'95 the State provided approximately $36.4 million and provided $37.5 million in the three-year period of FY'96 through FY'98. Additional information pertaining to the funding received and specific projects funded in the FY'98 CIP can be found in the attachment. Within the $20.3 million approved in the FY'98 CIP was $3.4 million of funding reallocated from the FY'96 program that had been previously approved for architectural fees for NSP projects.

During the past ten (10) years between and including FY'89 and FY'98 there have been numerous school construction projects requested by Prince George's County and approved by the State Public School Construction Program which provided additional capacity. These projects are identified in the attachment and reference new schools, additions, and renovation/addition projects.

Proposed Future Projects

The official request for State approval of projects and construction funding for FY 1999 and the subsequent five following years (FY 2000 - FY 2004) is to be submitted on October 15, 1997. We have received an advance copy of their CIP which identifies the proposed projects that will be requested in the respective years. The CIP request for FY'99 (FY 1999 - FY 2004) totals $180 million for the six-year period. It has not been approved by the County government. It includes projects that require additional funding which were partially funded in FY'98. A copy of the proposed submission is attached.

The FY 1999 CIP submission shows anticipated State funding in the cumulative amount of $211 million for all the projects listed with an additional $344 million of County funds for a grand total of $555 million. These figures, it should be noted, include projects that (a) were previously funded ($15.6 State); (b) will be funded beyond FY 2004 ($15.1 million State); and (c) include an inflation factor for projects after FY 1999. The impact of inflation on the request for State funds has not been calculated.

The request for State funding from the Prince George's County Public Schools for the six years covered by this CIP is approximately $180 million, prior to a reduction for the inflation factor that has been added. The entire submission, and particularly the request for almost $50 million of State funding for FY'99, has not been approved by the Prince George's County government. The County's approval will recognize and commit the County funds required for these projects. The County approval of the FY 1999 CIP request is required on or before December 8, 1997.

We have also just received a draft of the Community Schools Education Plan (CSEP) which is under review by the Prince George's County Board of Education. Based upon a preliminary review it appears that the projects specified in the CIP are also in the CSEP. We are in the process of initiating an extensive review of both documents. This analysis will include a review of all of the schools in the Prince George's County Public School system rather than just those schools that are identified in the CIP. This approach is necessary since there are so many proposed projects that are interrelated and dependent upon the projected enrollments, the proposed changes in school attendance areas, and changes in the assignment of students.

As we begin our review we recognize that there will be several projects for new schools, additions to existing schools, and the reopening of former school buildings (which may have been used for school administrative or other uses). These projects are in neighborhoods and communities where public schools that previously served students were closed during the 1970's and early 1980's. These proposed projects would re-establish a public school in an area that previously served students at other public school buildings. It should be understood that not all of the proposed school construction projects meet this criteria and that each proposed project must be reviewed on a case by case basis.

TABLE 4

TOTAL PUBLIC SCHOOL ENROLLMENT BY JURISDICTION, ACTUAL AND PROJECTED, 1986-2006

	Actual			Projected*			Percent Change		
	1986	1991	1996	1997	2001	2006	1986-1996	1996-1997	1996-2006
MARYLAND	666,395	720,671	798,944	813,730	838,620	821,790	19.9%	1.9%	2.9%
Baltimore Region	323,531	345,176	377,930	383,300	389,130	373,450	16.8%	1.4%	-1.2%
Anne Arundel County	63,802	65,981	71,392	72,490	74,820	72,890	11.9%	1.5%	2.1%
Baltimore County	79,229	88,188	101,000	102,910	106,320	101,870	27.5%	1.9%	0.9%
Carroll County	20,041	22,298	25,996	26,520	27,470	27,610	29.7%	2.0%	6.2%
Harford County	27,830	32,210	36,928	37,790	39,930	40,100	32.7%	2.3%	8.6%
Howard County	25,539	31,468	38,624	40,220	45,130	47,060	51.2%	4.1%	21.8%
Baltimore City	107,090	105,031	103,990	103,370	95,460	83,920	-2.9%	-0.6%	-19.3%
Suburban Washington Region	220,372	242,768	275,498	282,330	298,060	297,080	25.0%	2.5%	7.8%
Montgomery County	93,158	105,393	119,929	123,050	131,120	130,570	28.7%	2.6%	8.9%
Prince George's County	102,598	109,772	122,411	125,000	129,310	126,330	19.3%	2.1%	3.2%
Frederick County	24,616	27,603	33,158	34,280	37,630	40,180	34.7%	3.4%	21.2%
Southern Maryland Region	36,715	42,310	48,466	49,700	52,070	53,990	32.0%	2.5%	11.4%
Calvert County	8,392	10,823	13,922	14,480	15,950	17,170	65.9%	4.0%	23.3%
Charles County	17,058	18,936	20,757	21,000	21,430	22,210	21.7%	1.2%	7.0%
St. Mary's County	11,265	12,551	13,787	14,220	14,690	14,610	22.4%	3.1%	6.0%
Western Maryland Region	33,689	33,861	35,492	35,760	35,670	34,310	5.4%	0.8%	-3.3%
Allegany County	11,528	11,071	10,970	10,970	10,610	10,010	-4.8%	0.0%	-8.8%
Garrett County	5,043	5,029	5,054	5,050	4,990	4,990	0.2%	-0.1%	-1.3%
Washington County	17,118	17,761	19,468	19,740	20,070	19,310	13.7%	1.4%	-0.8%
Upper Eastern Shore Region	27,332	29,888	33,208	33,950	34,830	34,580	21.5%	2.2%	4.1%
Caroline County	4,360	4,847	5,412	5,550	5,680	5,640	24.1%	2.5%	4.2%
Cecil County	12,032	13,007	14,545	14,920	15,530	15,670	20.9%	2.6%	7.7%
Kent County	2,348	2,530	2,744	2,830	2,920	2,660	16.9%	3.1%	-3.1%
Queen Anne's County	4,808	5,408	6,176	6,280	6,400	5,470	28.5%	1.7%	4.8%
Talbot County	3,784	4,096	4,331	4,370	4,300	4,140	14.5%	0.9%	-4.4%
Lower Eastern Shore Region	24,756	26,668	28,350	28,730	28,900	28,410	14.5%	1.3%	0.2%
Dorchester County	4,796	4,735	5,006	5,060	4,850	4,600	4.4%	1.1%	-8.1%
Somerset County	3,252	3,257	3,038	3,040	3,000	2,880	-6.6%	0.1%	-5.2%
Wicomico County	11,612	12,938	13,678	13,870	14,050	13,970	17.8%	1.4%	2.1%
Worcester County	5,096	5,738	6,628	6,760	7,000	6,960	30.1%	2.0%	5.0%

*Due to rounding, projected enrollments by jurisdiction may not add up exactly to State totals.

SOURCE. Maryland State Department of Education, "Statistics on Enrollment and Number of Schools Public and Non-Public", 1986, 1991, 1996.

Maryland Office of Planning, Projections, 1997, 2001, 2006.

PRINCE GEORGE'S COUNTY

PUBLIC SCHOOL HISTORICAL ENROLLMENTS 1986 - 1996

GRADES	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
KINDERGARTEN	6757	7126	7137	7482	7542	7823	7992	8637	9125	9372	9676
ELEM SPECIAL	1368	1578	1544	1610	1721	1855	1958	1891	1964	2136	2124
OTHER UNGRADED	0	0	0	0	0	0	0	0	0	0	0
1	7819	8274	8575	8793	8842	9002	8903	9052	9469	10178	10311
2	7671	7757	8209	8520	8628	8766	8858	8843	9116	9622	10206
3	7254	7776	7972	8422	8544	8749	8706	8882	8906	9269	9678
4	7314	7430	7891	8171	8546	8621	8754	8665	8903	8954	9279
5	6880	7455	7546	7995	8324	8699	8546	8724	8614	8953	8928
6	6766	7034	7537	7568	8021	8280	8568	8479	8645	8623	8963
7	7138	7335	7522	8159	7993	8489	8586	8813	8771	9100	8895
8	7321	7182	7276	7456	7936	7942	8268	8306	8571	8648	8892
9	9393	8630	8419	8556	8552	9123	8980	9449	9700	10249	9978
10	9250	8429	7799	7611	7706	7872	8250	8129	8405	8658	8814
11	8244	8058	7290	6726	6615	6566	6838	7246	7051	7301	7700
12	7796	7900	7889	7136	6684	6576	6471	6799	7094	6992	7069
SEC SPECIAL	1627	1431	1506	1390	1483	1409	1366	1514	1600	1652	1898
OTHER SEC UNGRADED	0	0	0	0	0	0	0	0	0	0	0
ELEM UNGRADED + (K-5)	45063	47396	48874	50993	52147	53515	53717	54694	56097	58484	60202
(6-8)	21225	21551	22335	23183	23950	24711	25422	25598	25987	26371	26750
(9-12)	34683	33017	31397	30029	29557	30137	30539	31623	32250	33200	33561
(6-12) + SEC UNGRADED	57535	55999	55238	54602	54990	56257	57327	58735	59837	61223	62209
ELEM UNGRADED + (K-6)	51829	54430	56411	58561	60168	61795	62285	63173	64742	67107	69165
(7-9)	23852	23147	23217	24171	24481	25554	25834	26568	27042	27997	27765
(10-12)	25290	24387	22978	21473	21005	21014	21559	22174	22550	22951	23583
(7-12) + SEC UNGRADED	50769	48965	47701	47034	46969	47977	48759	50256	51192	52600	53246
TOTAL SCHOOL ENROLLMENT	102598	103395	104112	105595	107137	109772	111044	113429	115934	119707	122411

DATA PREPARED BY MARYLAND OFFICE OF PLANNING

PRINCE GEORGE'S COUNTY

PUBLIC SCHOOL ENROLLMENT HISTORICAL 1996 AND PROJECTED 1997 - 2006

GRADES	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
KINDERGARTEN	9676	9240	8950	8720	8440	8170	7930	7720	7520	7430	7350
ELEM SPECIAL	2124	2170	2210	2220	2220	2180	2140	2070	2010	1960	1910
OTHER UNGRADED	0	0	0	0	0	0	0	0	0	0	0
1	10311	10810	10320	10000	9730	9420	9120	8850	8620	8390	8300
2	10206	10320	10810	10330	10010	9740	9430	9130	8860	8630	8400
3	9678	10260	10370	10870	10390	10060	9790	9480	9170	8910	8680
4	9279	9690	10270	10390	10880	10400	10070	9800	9490	9180	8920
5	8928	9250	9660	10240	10350	10850	10370	10040	9770	9460	9160
6	8963	8880	9200	9600	10180	10290	10790	10310	9980	9720	9410
7	8895	9250	9160	9490	9910	10510	10630	11130	10640	10300	10030
8	8892	8690	9040	8950	9270	9680	10260	10380	10880	10390	10060
9	9978	10310	10080	10480	10380	10750	11230	11900	12040	12610	12050
10	8814	8900	9190	8980	9340	9250	9590	10010	10610	10730	11240
11	7700	7720	7790	8050	7860	8180	8100	8390	8760	9290	9390
12	7069	7590	7600	7670	7930	7750	8060	7980	8270	8630	9150
SEC SPECIAL	1898	1940	1950	1980	2020	2070	2140	2210	2260	2290	2290
OTHER SEC UNGRADED	0	0	0	0	0	0	0	0	0	0	0
ELEM UNGRADED + (K-5)	60202	61740	62600	62760	62020	60820	58840	57090	55450	53960	52700
(6-8)	26750	26810	27400	28050	29370	30490	31680	31820	31490	30410	29500
(9-12)	33561	34510	34660	35180	35510	35930	36970	38280	39680	41260	41840
(6-12) + SEC UNGRADED	62209	63260	64010	65210	66900	68490	70790	72310	73430	73960	73630
ELEM UNGRADED + (K-6)	69165	70610	71800	72370	72200	71110	69630	67400	65430	63680	62110
(7-9)	27765	28250	28270	28920	29560	30940	32120	33410	33550	33300	32140
(10-12)	23583	24200	24580	24700	25130	25180	25740	26380	27640	28650	29790
(7-12) + SEC UNGRADED	53246	54390	54810	55600	56720	58190	60000	62010	63450	64250	64220
TOTAL SCHOOL ENROLLMENT	122411	125000	126610	127970	128920	129310	129630	129400	128880	127930	126330

ALL PROJECTED FIGURES ROUNDED TO NEAREST TEN
PROJECTIONS PREPARED BY MARYLAND OFFICE OF PLANNING

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PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
ELEMENTARY SCHOOLS

School	Building Dates	SRC	Enrollment	Utilization	%Black
Adelphi E	1954/57/70	449	579	129%	35
*Allenwood E	1967	319	443	139%	95
*Apple Grove E	1967	469	639	136%	93
*Ardmore E	1960/65/67	380	475	125%	98
*Arrowhead E	1966/78	499	484	97%	83
Avalon E	1964/71	409	411	100%	89
Barnaby Manor E	1964/86/91	500	668	134%	97
Beacon Heights E	1965	394	355	90%	90
Benjamin Foulois E	1968	699	798	114%	84
Berkshire E	1964/65/86	480	447	93%	99
Bladensburg E	1990	649	750	116%	75
Bradbury Heights E	1991	600	681	114%	97
Capitol Heights E	1959/64/69/75	364	405	111%	79
Carmody Hills E	1958/61/63/70	380	583	153%	98
Carole Highlands E	1953/55/69/89	560	419	75%	60
Carrollton E	1960/62/66	469	605	129%	90
Cherokee Lane E	1962/64	444	565	127%	46
Chillum E	1952/55/69/78	280	477	170%	93
Columbia Park E	1928/51/55/62	500	506	101%	99
Concord E	1968	494	561	114%	93
Cool Spring E	1955/59/65/	630	564	90%	34
Cooper Lane E	1962/63/66/93	569	507	89%	84
District Heights E	1955/57/70/79/91	460	469	102%	96
Dodge Park E	1965/70/90	520	516	99%	98
Doswell E. Brooks E	1953/59/66/89	569	662	116%	91
Edgar Allen Poe E	1967	272	268	99%	83
Flintstone E	1956/68/79/90	509	521	102%	80
Forest Heights E	1953/55/68	342	260	76%	96
Gladys Noon Spellman E	1955/70/90	589	727	123%	73
Glassmanor E	1960/65/69/94	320	352	110%	98
Glenarden Woods E	1960/64/68	519	539	104%	77
Glenridge E	1954/55/63/65	714	760	106%	77
Green Valley E	1956/60/87	420	421	100%	100
Hillcrest Heights E	1952/87	520	419	81%	98
Hollywood E	1952/54/78	379	433	114%	45
Hyattsville E	1925/62/79	479	474	99%	60
*J. Frank Dent E	1970	297	375	126%	98
*James McHenry E	1964/65/70	519	631	122%	93
John Carroll E	1971	494	529	107%	84
John Bayne E	1963/70/91	480	438	91%	98
John E. Howard E	1968	494	420	85%	82
Kenmoor E	1966/69	469	432	92%	91
*Kettering E	1969	519	777	150%	89
*Kingsford E	1994	794	1039	131%	96
Lamont E	1964/66	604	486	80%	72
Langley Park-McCormick E	1958/79	549	618	113%	46
Lewisdale E	1953/56/63/79	444	627	141%	54
Longfields E	1969	494	638	129%	92
Lyndon Hill E	1938/58/70	494	391	79%	94
Matthew Henson E	1969	439	510	116%	78
*Middletown Valley E	1961/63/64	519	633	122%	88
Mt. Rainier E	1977/90	369	429	116%	65
N. Forestville E	1954/56/59/66/94	344	376	109%	96
Oakcrest E	1966/72	519	608	117%	93
Overlook E	1969/93	340	617	181%	99

Owens Road E	1965	394	383	97%	76
*Oxon Hill E	1975	419	455	109%	71
Paint Branch E	1972	494	464	94%	67
Panorama E	1966	220	251	114%	97
*Phyllis E. Williams E	1976/94	669	833	125%	92
*Princeton E	1960/63/71	294	389	132%	90
Ridgecrest E	1954/70	494	681	138%	60
Riverdale E	1978	554	705	127%	57
Robert Frost E	1968	369	336	91%	86
Rogers Heights E	1959/61/78/89	523	734	140%	70
*Samuel Chase E	1962/67	364	437	120%	79
*Seabrook E	1953/62/64/67	312	292	94%	86
Seat Pleasant E	1971	379	510	135%	81
Shadyside E	1964/89/94	397	609	153%	79
Skyline E	1966	319	430	135%	81
Springhill Lake E	1966/69/78	584	747	128%	69
Templeton E	1968	494	699	141%	64
Thomas Claggett E	1971/91	479	366	76%	92
Thomas Stone E	1950/52/56/74/89	599	709	118%	66
Thomas G. Pullen E/M	1967/91	987	833	84%	72
University Park E	1978/89	449	622	139%	32
Valley View E	1968/90	564	525	93%	84
William Beanes E	1972/94	540	564	104%	97
William Paca E	1963/64/69	569	679	119%	69
Woodridge E	1954/63/79/94	372	341	92%	82

* One mile outside the beltway. All other schools inside the beltway.

Notes: SRC, enrollment (FTE), utilization rate, and % Black from material submitted by Prince George's County Schools to PSCP on 10/6/97.

Building dates from 1997 EFMP.

PSCP
10/6/97

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
MIDDLE SCHOOLS

Schools	Building Dates	SRC	Enrollment	Utilization	%Black
Andrew Jackson M	1971	864	658	76%	84
Benjamin Stoddert M	1957/63	711	590	83%	99
Buck Lodge M	1958/66/81/92	797	846	106%	54
Charles Carroll M	1961/63/70	909	669	74%	86
Drew Freeman M	1960/94	1,112	814	73%	95
G. Gardner Shugart M	1965	707	599	85%	89
Greenbelt M	1937/45/53/57/62/69	802	741	92%	70
Hyattsville M	1938/73	648	684	106%	63
Kenmoor M	1973	842	763	91%	72
*Kettering M	1977/92	1,017	1,245	122%	87
Nicholas Orem M	1962/89/93	873	735	84%	70
*Thomas Johnson M	1968	982	613	62%	84
Thomas Pullen E/M	**1967/91**	**987**	**833**	**84%**	72
*Thurgood Marshall M	1962/64/65	1,022	866	85%	91
Walker Mill M	1970	864	529	61%	81
William Wirt M	1964	864	742	86%	71

*One mile outside the beltway. All other schools inside the beltway.

Notes: SRC from PSCP official list.
Other data from 1997 EFMP

PSCP
10/2/97

PRINCE GEROGE'S COUNTY PUBLIC SCHOOLS
HIGH SCHOOLS

School	Building Dates	SRC	Enrollment	Utilization	%Black
Bladensburg H	1950/55/59/64/66	1,818	1,458	80%	77
Central H	1961/63/82	1,184	1,190	101%	86
•Crossland H	1963/65/66/75	2,061	1,446	70%	91
Fairmont Heights	1951/56/83	1,206	1,023	85%	93
Forestville H	1965/82/88	1,015	889	88%	99
•Largo	1970/74	1,958	2,250	115%	96
Northwestern H	1951/58/64/76	2,174	2,177	100%	71
•Oxon Hill H	1959/60/62/81/88/89/90	2,014	2,088	104%	79
Parkdale H	1968/70	2,007	2,067	103%	75
Potomac H	1965/68/78/81	1,346	1,124	84%	99
Suitland H	1951/64/82/84/56	2,790	2,570	92%	90

•One mile outside the beltway. All other schools inside the beltway.

Notes: SRC from PSCP official list.
Other data from 1996 EFMP

PSCP
10/2/97

Prince George's County
State Capital Improvement Program Requests
FY"94-FY'99

	FY'94	**FY'95**	**FY'96**	**FY'97**	**FY'98**	**FY'99**(1)
FY'94	8,067					
FY'95	6,637	19,084				
FY'96	18,000	17,060	15,298			
FY'97	20,735	5,531	34,053	11,649		
FY'98	7,806	21,285	47,311	21,830	20,203	
FY'99	1,000	20,914	33,508	39,968	26,925	49,868
FY'00		5,576	8,050	23,250	34,914	48,496
FY'01			7,800	14,201	16,324	28,152
FY'02				24,408	3,524	13,442
FY'03					5,292	17,804
FY'04						22,228
6 year total	62,245	89,450	146,020	135,306	107,182	179,990
Current year	8,067	19,084	15,298	11,649	20,203	49,868
State Allocat.	7,331	10,720	10,268	5,748	20,300	

(1) This request in its entirety, and the specific projects by fiscal year, have not been approved by the County government. Approval is required prior to December 9, 1997.

STATE FUNDING FOR PUBLIC SCHOOL CONSTRUCTION PROJECTS

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

STATE FUNDS - FY'91 - FY'98

FY 1991	$ 4,800,000
FY 1992	$ 4,859,000
FY 1993	$ 8,389,000
FY 1994	$ 7,331,000
FY 1995	$ 11,020,000
FY 1996	$ 11,169,000
FY 1997	$ 6,048,000
FY 1998	$ 20,300,000

The State provided $ 20,300,000 to Prince George's County Public Schools for FY'1998. This included all of the thirty-six (36) projects that were requested by the Board of Education and approved by the County Government.

The attached list identifies the specific projects and the graph shows the State funding since Fiscal Year 1991. The three year average is $ 12.5 million for the past three years compared to $ 7.3 million for the prior five year period.

It should also be noted that the Prince George's County Public Schools received over $ 216 million through the State Public School Construction Program since its inception in July 1971 (FY'1972). The State of Maryland since 1971 has also retired County outstanding bond debt (principal and interest) for school construction projects (issued prior to June 30, 1967) which totaled in excess of $ 149 million.

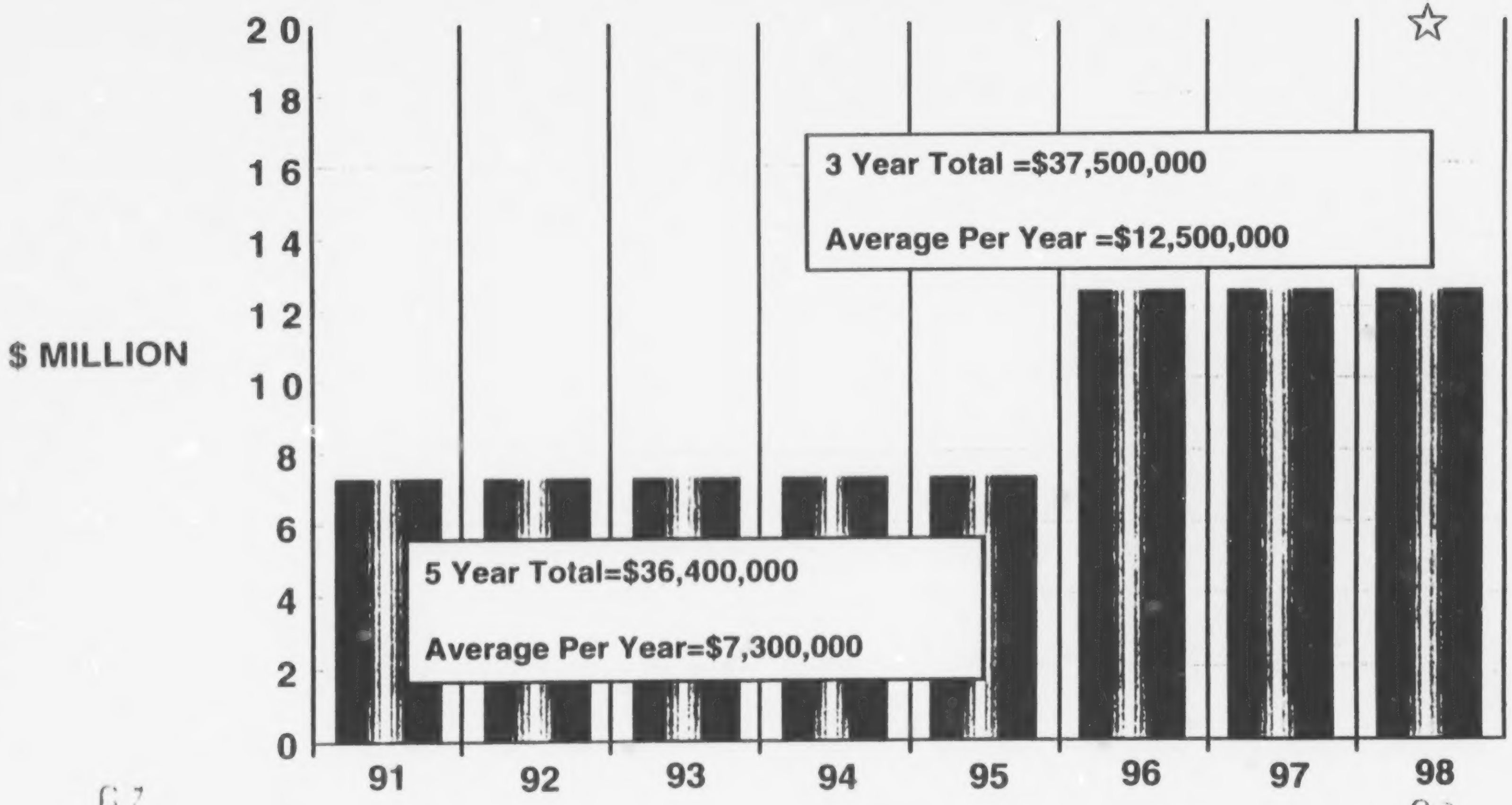
PUBLIC SCHOOL CONSTRUCTION PROJECTS
PRINCE GEORGE'S COUNTY
FY 1998

No.	School	Type	Amount Received ($) (000 ommitted)
1	Ardmore H.	New	$3,868 (p)
2	Hillcrest Heights E.	Renovation/Addition	3,377
3	Dodge Park. E. #2	New	1,618 (p)
4	Northwestern H.	Replacement	4,500 (p)
5	Highland Park E.	Renovation/Addition	LP
6	New Hil-Mar E.	New	LP
7	Croom Vocational H.	Replacement	LP
8	Pointer Ridge E.	Addition	LP 380
9	Springhill Lake E.	Addition	LP 380
10	Kettering E.	Addition	LP 380
11	Apple Grove E.	Addition	LP 380
12	Templeton E.	Addition	LP 253
13	Robert Goddard M.	Roof	532
14	H. Winship Wheatley Center	Chiller	92
15	Crossland H.	Roof	1,461
16	Lewisdale E.	Roof	269
17	Beacon Heights. E.	Roof	175
18	Owens Road E.	Roof	208
19	James R. Randall E.	Roof	265
20	North Forestville E.	Boiler	145
21	Glenridge E.	Roof	167
22	Morningside E.	Boiler	145
23	DuVal H.	Science	496
24	Surrattsville H.	Science	496
25	University Park E.	Wiring	30
26	Stephen Decatur M.	Wiring	60
27	William Wirt M.	Wiring	60
28	Greenbelt M.	Wiring	60
29	Dwight Eisenhower M.	Wiring	60
30	Benjamin Tasker M.	Wiring	60
31	Hyattsville M.	Wiring	60
32	Phyllis E. Williams E.	Wiring	30
33	Woodmore E.	Wiring	30
34	Waldon Woods E.	Wiring	30
35	Disruptive Youth Program *(to be determined)*	Renovation	150
36	Bowie H.	Relocatables	83
		TOTAL	$20,300

STATE FUNDS

PUBLIC SCHOOL CONSTRUCTION PROJECTS

PRINCE GEORGE'S



3 Year Total =$37,500,000

Average Per Year =$12,500,000

5 Year Total=$36,400,000

Average Per Year=$7,300,000

NEW SCHOOLS/ADDITIONAL CAPACITY IN PRINCE GEORGE'S COUNTY

Between FY'89 and FY'98 the State of Maryland through the Public School Construction Program provided funding for the following project which increased the permanent capacity available to public school students in Prince George's County :

FY'89	Bladensburg E.	repl.
	Gladys Noon Spellman E.	ren./add (repl.)
FY'90	Bradbury Heights E.	repl.
	29 permanent classroom additions at 5 schools (1)	
FY'91	Greenbelt E.	repl.
	36 permanent classroom additions at 7 schools	
FY'92	Forestville H.	ren. (2)
	16 permanent classroom additions at 2 schools	
FY'93	Forestville H.	ren. (2)
	Kingsford E.	new
	22 permanent classroom additions at 4 schools	
FY'94	Scotchtown Hills E.	new
	Cool Spring E.	ren./add (3)
	26 permanent classroom additions at 6 schools	
FY'95	Drew Freeman M.	ren. (4)
	20 permanent classrooms additions at 6 schools (1)	
FY'96	Francis S. Key E./Sp.	ren./add (repl.) (5)
	permanent additions (1)	
FY'97	Dodge Park E. #2	new (6)
	36 permanent classroom additions at 7 schools	
FY'98	Dodge Park E. #2	new (6)
	Hillcrest Heights E.	ren./add
	Ardmore H.	new (7)
	Northwestern H.	ren./add (repl.) (8)
	Hil-Mar E.	new (9)
	28 permanent classroom additions at 5 schools	

It should be noted that the State has approved funding for 225 permanent classrooms as additions to forty-two (42) elementary or middle schools which is the equivalent of nine (9) new elementary schools each with a capacity of 600 student.

PLEASE SEE NOTES ON THE ATTACHED PAGE

NOTES :

(1) Several additional classrooms were approved by the State but subsequently cancelled at the request of the County.

(2) This project created a new high school utilizing two former underutilized schools (1 elementary and 1 junior high) and was partially funded over a two year period.

(3) This building had been a private school (Regina E.). It was purchased by the County and then renovated and added to with State and local funds.

(4) This building had been a private school (LaReine M.). It was purchased by the County and then renovated with State and local funds.

(5) The special education facilities (an addition) for the hearing impaired students has been deleted from the project by the County and the old building demolished and a new school will be constructed.

(6) This project for a new school was partially funded over a two year period.

(7) This new school project was approved for planning in FY'96 and approved for partial funding (as requested by the County) in FY'98 and is eligible for additional funding in future fiscal years.

(8) This replacement school project was approved for planning in FY'97 and approved for partial funding (as requested by the County) in FY'98 and is eligible for additional funding in a future fiscal year.

(9) This project, a new elementary school, was approved for planning and will be eligible for State funding in a future fiscal year.

STATE AND COUNTY FUNDED PROJECTS FY-1999 Through FY-2004

(000)

	Projects	Est. Total Cost	Total State	Total County	Prior Funding		Budget Year FY 99		FY 2000		FY 2001		FY 2002		FY 2003		FY 2004		Beyond 6 Yrs.		Page No.	Date Compl.
					State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County		
	FUNDED																					
	Construction																					
1	Hillcrest Heights Elem. Renovation/Addition	8,688	3,377	5,311	3,377	4,118 pc		1,193 c													26	8/98
2	New Dodge Park #2 Elem.	10,640	3,818	6,822	3,818 c	4,950 pc		1,872 c													32	11/98
3	Ardmore Area High New	47,315	18,983	28,332	3,868 c	1,980 pc	7,500 c	10,500 c	7,615 c	12,180 c		3,672 c									18	8/00
4	Northwestern High Replacement	50,818	20,072	30,746	4,500 c	1,775 pc	8,500 c	11,500 c	7,072 c	12,850 c		4,821 c									41	8/00
	Planning																					
5	Bladensburg High Renovation/Addition	35,580	14,147	21,433		1,850 p	6,500	6,500 c	7,647 c	8,100 c		4,983 c									18	8/00
6	Highland Park Elem. Renovation/Addition	6,703	1,797	4,906		1,212 p	1,797 c	2,744 c		950 c											25	8/99
7	New Hil-Mar Elem.	13,800	4,270	9,530		450 p	2,500 c	3,500 c	1,770 c	3,530 c		1,850 c									34	8/99
8	Croom Vocational High Replacement	12,570	3,385	9,185		800 p	1,590 c	2,800 c	1,795 c	4,300 c		1,585 c									20	1/00
	PROPOSED																					
9	Small Classroom Addition	32,808	13,103	19,703			4,600 c	6,917 pc	4,879 c	7,336 pc	3,624 c	5,450 pc									44	8/99
10	Systemic Replacements	68,671	38,707	29,964			13,707 c	11,214 pc	5,500 c	4,250 pc	5,500 c	4,250 pc	4,750 c	3,500 pc	4,750 c	3,900 pc	4,500 c	3,250 pc			45	
11	Science Classrooms Renovation	23,674	9,857	13,817			886 c	1,242 pc	2,790 c	3,881 pc	2,858 c	3,726 pc	997 c	1,397 pc	2,547 c	3,571 pc					43	8/99
12	Technology In Schools Program	4,404	1,410	2,994			900 c	1,900 c	510 c	1,094 c											47	8/99
13	Disruptive Youth School Program	1,175	354	821			146 c	264 pc	104 c	268 pc	104 c	289 pc									21	8/99
14	Patuxent Elem. Renovation	1,295	670	625				50 p	335 c	290 c	335	285									42	8/01
15	Francis Scott Key Elem. Hearing-Impaired Wing Addition	3,990	1,242	2,748			1,242 c	2,383 pc		365 c											23	8/00
16	New Hill Road Middle	20,397	7,145	13,252				1,200 p	3,500 c	4,450 c	3,645 c	4,852 c		2,750 c							35	8/01
17	New Perrywood Elem.	13,598	4,368	9,230				670 p	2,500 c	3,000 c	1,868 c	3,610 c		1,950 c							36	8/00
18	New Benjamin Davis Elem.	13,748	4,368	9,380				750 p	2,500 c	3,000 c	1,868 c	3,680 c		1,950 c							29	8/00
19	New Thorne Drive Elem.	14,015	4,468	9,547						750 p	2,500 c	3,200 c	1,968 c	3,547 c		2,050 c					39	8/01

STATE AND COUNTY FUNDED PROJECTS FY-9 ...rough FY-2004

	Projects	Est. Total Cost	Total State	Total County	Prior Funding		Budget Year FY 99		FY 2000		FY 2001		FY 2002		FY 2003		FY 2004		Beyond 6 Yrs.		Page No.	Date Compl.
					State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County		
20	Lusby-Ryon Middle	20,804	7,309	13,495						1,200 p	3,550 c	4,750 c	3,759 c	4,650 c		2,895 c					27	8/02
21	New Greater Capitol Heights Elem.	15,015	4,468	10,547						1,750 p	2,500 c	3,200 c	1,968 c	3,547 c		2,050 c					33	8/02
22	Lyndon Hill Elem. Renovation/Addition	7,467	2,107	5,360										485 p	2,107 c	4,275 c		600 c			28	8/03
23	New Colmar Manor Elem.	15,636	4,676	10,960										1,750 p	2,700 c	3,500 c	1,976 c	3,660 c		2,050 c	31	8/04
24	New West Green Valley Elem.	15,636	4,676	10,960										1,750 p	2,700 c	3,500 c	1,976 c	3,660 c		2,050 c	40	8/04
25	Greenbelt Middle Renovation/Addition	17,686	5,007	12,679										835 p	3,000 c	4,500 c	2,007 c	4,844 c		2,500 c	24	8/04
26	Doswell E. Brooks Elem. Renovation/Addition	7,053	2,484	4,569												460 p	2,484 c	3,374 c		735 c	22	8/04
27	New South Regional High	39,988	14,836	25,152												1,670 p	4,500 c	5,000 c	10,336 c	18,482 c	38	8/06
28	New Cheltenham Forest Elem.	15,885	4,785	11,100												1,750 p	4,785 c	9,350 c			50	8/04
29	New Seat Pleasant #2 Elem.	15,885	4,785	11,100														1,750 p	4,785 c	9,350 c	37	8/06
30	Carmody Hills Elementary Renovation/Addition	6,350	2,248	4,102														565 p	2,248 c	3,537 c	19	8/05
31	Berwyn Heights Elem. Renovation/Addition	4,955	1,804	3,181														485 p	1,804 c	2,686 c	17	8/05
	Total All figures in thousands All costs are estimates	554,942	210,674	344,268	15,663	17,135	49,868	66,800	46,496	73,484	28,152	54,283	13,442	28,111	17,604	39,721	22,228	35,488	15,121	35,167		

1. Indicates planning funds - "p"
2. Indicates construction - "c"

PUBLIC SCHOOL ENROLLMENT, BY JURISDICTION, GRADES PRE-K TO 12, 1996.

JURISDICTION	GRADES Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	ES	SS	TOTAL
Allegany	220	761	793	790	810	777	800	839	839	865	912	925	857	798	118	86	11190
Anne Arundel	930	5218	6158	5957	5673	5725	5695	5747	5591	5433	6324	5103	4547	3850	138	233	72322
Baltimore County	3073	7742	8540	8452	8422	8348	8313	7930	8017	7608	8055	7185	6210	5855	143	180	104073
Calvert	230	1038	1196	1138	1078	1151	1059	1157	1089	1065	1109	1067	925	771	41	38	14152
Caroline	177	441	482	420	428	408	392	460	413	423	487	383	330	293	52	0	5589
Carroll	235	2022	2120	2149	2122	2018	1990	2030	2022	1934	2143	1898	1721	1565	184	78	26231
Cecil	352	1146	1317	1224	1154	1252	1137	1132	1170	1100	1100	980	936	767	53	77	14897
Charles	402	1348	1600	1557	1544	1447	1579	1539	1546	1547	1825	1550	1345	1279	401	650	21159
Dorchester	244	359	438	423	399	366	382	431	385	402	449	408	301	263	0	0	5250
Frederick	591	2540	2881	2666	2640	2640	2571	2630	2582	2421	2584	2408	2111	1914	267	303	33749
Garrett	107	426	424	381	358	374	353	384	422	385	422	369	391	323	23	19	5161
Harford	781	2885	3216	3038	2993	2962	3014	2932	2927	2818	3022	2571	2289	2071	118	72	37709
Howard	233	2830	3260	3177	3237	3182	3122	2989	3072	3015	3179	2835	2453	2273	0	0	38857
Kent	154	213	228	218	235	209	225	234	237	210	203	198	153	166	13	2	2898
Montgomery	2576	9319	9947	9826	9741	9363	8958	8892	8516	8355	8937	7917	7720	6967	2241	3230	122505
Prince George's	2787	9676	10311	10206	9678	9279	8928	8963	8895	8892	9978	8814	7700	7069	2124	1898	125198
Queen Anne's	188	469	506	546	561	488	488	500	477	505	436	443	409	348	0	0	6364
St. Mary's	531	1020	1140	1161	1063	1104	1017	1080	1087	1042	1246	1070	899	767	35	56	14318
Somerset	159	252	249	222	213	233	237	232	220	234	249	226	218	218	15	20	3197
Talbot	114	338	379	381	337	314	351	324	338	384	347	350	259	211	4	14	4445
Washington	428	1548	1638	1583	1553	1588	1567	1526	1548	1519	1565	1342	1271	1105	28	87	19896
Wicomico	222	1040	1231	1138	1084	1061	1123	1162	1033	1022	1056	948	877	767	59	77	13900
Worcester	136	505	531	570	524	556	454	566	502	542	532	439	434	412	39	22	6764
Baltimore City	4769	8720	10060	9422	8881	8848	8423	8283	8340	7515	9147	6832	5339	4180	0	0	108759
MARYLAND	19639	61856	68645	66645	64728	63693	62178	61962	61268	59236	65307	56261	49695	44232	6096	7142	818583

75

PREPARED BY: MARYLAND OFFICE OF PLANNING, SEPTEMBER 1997.
SOURCE: MARYLAND STATE DEPARTMENT OF EDUCATION.

PUBLIC SCHOOL CONSTRUCTION PROGRAM

Relocatable Classrooms - as of 6/30/97

LEA	STATE	LOCAL	(1) OTHER	TOTAL
ALLEGANY	0	2		2
ANNE ARUNDEL	2	109		111
BALTIMORE CO	9	136	22	167
CALVERT	15	19	11	45
CAROLINE	0	9		9
CARROLL	0	112		112
CECIL	4	42	21	67
CHARLES	36	37		73
DORCHESTER	10	0		10
FREDERICK	4	116		120
GARRETT	0	4		4
HARFORD	7	23	20	50
HOWARD	2	59	1	62
KENT	0	0		0
MONTGOMERY	57	77	69	203
PRINCE GEORGE'S	20	376		396
QUEEN ANNE'S	14	29	3	46
ST. MARY'S	24	48		72
SOMERSET	3	2		5
TALBOT	0	15		15
WASHINGTON	1	33		34
WICOMICO	0	56		56
WORCESTER	0	14		14
BALTIMORE CITY	4	32		36
Total	212	1,350	147	1,709

(1) Leased by or available to the LEA

PUBLIC SCHOOL CONSTRUCTION PROGRAM

FISCAL YEAR ALLOCATIONS (1)
($000 omitted)

LEA	FY'91	FY'92	FY'93	FY'94	FY'95	FY'96	FY'97	FY'98	FY'91-98 Total
ALLEGANY	5,380	2,356	1,100	1,940	455	4,756	2,653	510	19,150
ANNE ARUNDEL	1,973	1,830	6,269	4,614	5,173	3,790	5,125	3,761	32,535
BALTIMORE CO	2,091	777	3,836	4,364	6,611	9,358	15,285	25,000	67,322
CALVERT	5,075	879	2,827	4,225	4,618	6,073	4,092	3,164	30,953
CAROLINE	-0-	1,947	-0-	137	487	592	1,501	1,638	6,302
CARROLL	2,788	4,219	2,169	3,013	4,520	5,237	6,339	5,935	34,220
CECIL	162	4,207	2,325	4,135	5,399	4,566	3,905	2,385	27,084
CHARLES	2,360	8,275	4,878	2,779	5,308	4,331	7,954	5,807	41,692
									0
DORCHESTER	75	163	287	231	411	842	3,450	1,086	6,545
FREDERICK	4,065	3,957	4,799	4,133	8,050	6,896	4,695	6,486	43,081
GARRETT	4,661	-0-	-0-	-0-	127	2,887	444	439	8,558
HARFORD	10,797	3,539	3,977	5,751	6,392	5,504	4,764	4,523	45,247
									0
HOWARD	9,266	5,865	5,683	8,877	12,933	7,455	9,132	6,003	65,214
KENT	-0-	293	413	395	383	398	552	316	2,750
MONTGOMERY	12,513	12,733	18,783	18,028	22,705	20,051	36,115	38,000	178,928
PRINCE GEORGE'S	4,800	4,859	8,389	7,331	11,020	11,169	6,048	20,300	73,916
									0
QUEEN ANNE'S	2,501	567	-0-	1,888	33	48	3,882	2,895	11,814
ST. MARY'S	1,965	85	3,402	1,981	63	3,876	5,599	5,721	22,692
SOMERSET	195	-0-	182	-0-	886	2,792	501	72	4,628
TALBOT	2,678	-0-	-0-	1,389	-0-	3,921	605	1,157	9,750
									0
WASHINGTON	78	2,688	5,768	274	4,663	1,808	4,235	2,308	21,822
WICOMICO	1,662	315	-0-	3,675	360	4,094	3,718	2,487	16,311
WORCESTER	84	96	72	455	451	901	324	288	2,671
BALTIMORE CITY	5,232	5,602	5,011	7,363	8,272	7,299	8,994	10,000	57,773
Total	80,401	65,252	80,170	86,978	109,320	118,644	139,912	150,281	830,958

(1) Includes projects amended into CIP by BPW during the fiscal year.
Does not reflect reductions for projects that were bid below the State allocation or reversions.

5/7/97

STATE/LOCAL SHARED COST FORMULA

The State Public School Construction was established by the Maryland General Assembly in 1971. The legislation gave the Board of Public Works the responsibility for establishing the Rules, Regulations, and Procedures for the Administration of the School Construction Program (R.R.&P). The R.R.&P which were originally approved June 29, 1971 have been revised several times since that date.

On December 30, 1987 the Board of Public Works approved a revision to the R.R.&P. It included the establishment of the State/local shared cost formula which applied to all projects approved for local planning on or after February 11, 1987. This was a recommendation in The 1987 Report of the Task Force on School Construction Finance dated November 10, 1987. It applied to projects funded in the FY'89 Public School Construction Capital Improvement Program and subsequent years.

Attachment A reflects the State share which ranged from 50 percent to 75 percent in four categories. The percentage reflects the percentage of the State share of the Basic Current Expense Formula. No school system would receive less than 50 percent State funding.

On October 6, 1993 the Board of Public Works approved a revision to the R.R.&P which revised the State/local shared cost formula. The revised figures were applicable to projects approved for local planning on or after January 3, 1994. This was recommendation 2A in the Report of the Governor's Task Force on School Construction dated July 30, 1993. It applied to projects funded in the FY'95 Public School Construction Capital Improvement Program.

Attachment B presents the revised formula based on recommendation 2A from the report. Also provided are pages M-2 and M-3 from the report which were the basis for the recommendation. The revised formula reflects the State share ranging from 50 percent to 80 percent in six categories.

This is the State/local shared cost formula that is currently being utilized, with a revision approved on May 7, 1997 by the Board of Public Works which provides 90 percent State funding for the first $10 million allocated for projects in Baltimore City. This revision is consistent with the consent decrees pertaining to Baltimore City and the State of Maryland and the concepts and intent of SB 795 (Chapter 105 of the Laws of Maryland of 1997). It is applied to the eligible project cost for projects funded through the Public School Construction Program.

The State/local shared cost formula is currently under review based upon information provided by the Maryland State Department of Education.

STATE AID AS A PERCENT OF BASIC CURRENT EXPENSE PROGRAM
FY 1986 - 1988

ATTACHMENT A

CO ID	COUNTY	FY 1986 % ST SHR	FY 1987 % ST SHR	FY 1988 % ST SHR	3-YR AVG % ST SHR	3-YR AVG ROUNDED %	For Purposes of School Construction: ASSIGNED CATEGORY	For Purposes of School Construction: TOTAL STATE % SHARE
24	WORCESTER	.114	.036	.033	.061	.06	1	.50
16	MONTGOMERY	.189	.193	.184	.189	.19	1	.50
21	TALBOT	.236	.239	.240	.238	.24	1	.50
4	BALTIMORE	.366	.368	.364	.366	.37	1	.50
5	CALVERT	.405	.431	.458	.431	.43	1	.50
14	HOWARD	.441	.444	.430	.438	.44	1	.50
2	ANNE ARUNDEL	.541	.528	.527	.532	.53	2	.55
15	KENT	.545	.539	.536	.540	.54	2	.55
18	QUEEN ANNE'S	.549	.544	.545	.546	.55	2	.55
17	PRINCE GEORGE'S	.565	.559	.550	.561	.56	2	.55
7	CARROLL	.622	.626	.635	.628	.63	3	.65
11	FREDERICK	.627	.630	.637	.631	.63	3	.65
9	CHARLES	.648	.636	.640	.641	.64	3	.65
22	WASHINGTON	.642	.642	.643	.642	.64	3	.65
13	HARFORD	.644	.649	.649	.647	.65	3	.65
23	WICOMICO	.646	.652	.657	.652	.65	3	.65
10	DORCHESTER	.665	.657	.659	.660	.66	3	.65
19	ST. MARY'S	.667	.665	.666	.666	.67	3	.65
1	ALLEGANY	.670	.679	.683	.677	.68	3	.65
8	CECIL	.709	.708	.705	.707	.71	4	.75
3	BALTIMORE CITY	.708	.707	.708	.708	.71	4	.75
12	GARRETT	.714	.712	.711	.712	.71	4	.75
6	CAROLINE	.739	.738	.740	.739	.74	4	.75
20	SOMERSET	.743	.739	.743	.742	.74	4	.75
	STATEWIDE	.522	.519	.517	.519	.52		

NOTES:

- The Basic Current Expense Formula is a State/local shared funding formula. The basic program amount under the formula is the product of FTE(enrollment) & a per pupil foundation amount. The formula distributes State aid per student inverse to local wealth per student. The " % ST SHR" reflects the amount of the basic program funded by the State.

ource: Md. State Dept. of Educ, Comptroller of the Treasury & Dept. of

ATTACHMENT B

R.R.&P Approved by Board of Public Works, October 6, 1993.

Rule 5 Maximum State Project Allocation

(d) The maximum State construction allocation shall be adjusted to reflect the State and local sharing of this expenditure for all projects approved for local planning on or after January 3, 1994. The State percentages established for previously approved planning and/or construction projects will be utilized for State funding of construction. The current policy is 50% - 75% State funding. The State share, which represents the maximum State construction allocation for the eligible portion of a construction contract is computed by applying the following percentages to the factors cited in sections (a), (b) and (c) above:

Allegany County	- 75 percent	
Anne Arundel County	- 50 percent	
Baltimore City	- 75 percent	
Baltimore County	- 50 percent	
Calvert County	- 55 percent	
Caroline County	- 75 percent	
Carroll County	- 65 percent	
Cecil County	- 70 percent	
Charles County	- 65 percent	
Dorchester County	- 70 percent	
Frederick County	- 65 percent	
Garrett County	- 70 percent	
Harford County	- 65 percent	
Howard County	- 50 percent	
Kent County	- 50 percent	
Montgomery County	- 50 percent	
Prince George's County	- 60 percent	
Queen Anne's County	- 55 percent	
St. Mary's County	- 70 percent	
Somerset County	- 80 percent	(1)
Talbot County	- 50 percent	
Washington County	- 65 percent	
Wicomico County	- 70 percent	
Worcester County	- 50 percent	

(1) This is an exception to the current policy.

AIDPCT
A1-Y4B
01/20/93
1-21-50

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Revised: 02/03/93

Schedule of State Share Percentage of Basic Current Expenses

LOCAL UNIT	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994 (ESTIM'D)	FY 1995 (ESTIM'D)
ALLEGANY	0.670	0.670	0.679	0.683	0.696	0.710	0.718	0.713	0.704	0.706	0.699
ANNE ARUNDEL	0.550	0.541	0.529	0.528	0.523	0.516	0.504	0.494	0.488	0.470	0.465
BALTIMORE CITY	0.705	0.708	0.707	0.708	0.707	0.707	0.712	0.718	0.724	0.734	0.730
BALTIMORE	0.378	0.366	0.368	0.365	0.363	0.376	0.384	0.397	0.405	0.422	0.424
CALVERT	0.375	0.405	0.431	0.459	0.469	0.497	0.512	0.557	0.523	0.515	0.526
CAROLINE	0.745	0.739	0.738	0.740	0.742	0.745	0.741	0.750	0.746	0.744	0.741
CARROLL	0.616	0.622	0.627	0.635	0.636	0.635	0.630	0.627	0.618	0.618	0.622
CECIL	0.711	0.709	0.708	0.705	0.704	0.701	0.692	0.682	0.672	0.661	0.662
CHARLES	0.656	0.648	0.637	0.640	0.640	0.640	0.638	0.635	0.634	0.630	0.631
DORCHESTER	0.662	0.665	0.657	0.659	0.664	0.668	0.662	0.661	0.659	0.660	0.656
FREDERICK	0.620	0.627	0.630	0.638	0.634	0.630	0.625	0.609	0.606	0.607	0.608
GARRETT	0.703	0.714	0.712	0.711	0.718	0.716	0.709	0.705	0.693	0.684	0.675
HARFORD	0.646	0.644	0.649	0.649	0.649	0.644	0.641	0.642	0.637	0.633	0.626
HOWARD	0.441	0.441	0.444	0.437	0.433	0.409	0.408	0.400	0.406	0.410	0.426
KENT	0.539	0.545	0.540	0.537	0.516	0.531	0.520	0.520	0.498	0.480	0.473
MONTGOMERY	0.195	0.189	0.194	0.186	0.178	0.177	0.165	0.166	0.163	0.156	0.168
PRINCE GEORGE'S	0.565	0.565	0.560	0.557	0.566	0.566	0.574	0.568	0.567	0.564	0.563
QUEEN ANNE'S	0.548	0.549	0.544	0.546	0.537	0.544	0.523	0.523	0.514	0.513	0.521
ST. MARY'S	0.670	0.667	0.665	0.667	0.670	0.671	0.665	0.663	0.658	0.644	0.643
SOMERSET	0.744	0.743	0.739	0.743	0.747	0.746	0.756	0.760	0.757	0.762	0.755
TALBOT	0.242	0.236	0.240	0.241	0.197	0.211	0.198	0.220	0.202	0.192	0.188
WASHINGTON	0.633	0.642	0.642	0.644	0.648	0.649	0.650	0.652	0.646	0.654	0.650
WICOMICO	0.639	0.646	0.653	0.651	0.659	0.667	0.670	0.672	0.674	0.679	0.675
WORCESTER	0.144	0.114	0.025	0.033	0.030	0.028	0.026	0.036	0.065	0.091	0.099
TOTAL STATE				0.518	0.516	0.515	0.513	0.512	0.510	0.510	0.509

This schedule was prepared by the MSDE Budget Branch on 01/20/92, Based on Calculations available for the fiscal years requested.
The fiscal year 1995 figures were updated on 02/03/93 and represent rough estimates only.
It is unknown if these calculations match actual payments for those fiscal years.

Printed: 02/03/93

AIDPC1
A1-Y48
01/20/93
1-21-50

Schedule of State Share Percentage of Basic Current Expenses
Three Year Moving Averages

LOCAL UNIT	FY 89/91 TO FY 91 AVERAGE	FY 90/92 TO FY 92 AVERAGE	FY 91/93 TO FY 93 AVERAGE	FY 92/94 TO FY 94 AVG (EST)	FY 93/95 TO FY 95 AVG (EST)
ALLEGANY	0.708	0.714	0.712	0.708	0.703
ANNE ARUNDEL	0.514	0.505	0.496	0.484	0.474
BALTIMORE CITY	0.708	0.712	0.718	0.725	0.729
BALTIMORE	0.374	0.386	0.396	0.408	0.417
CALVERT	0.493	0.522	0.531	0.532	0.521
CAROLINE	0.743	0.745	0.746	0.747	0.744
CARROLL	0.633	0.630	0.625	0.621	0.619
CECIL	0.699	0.691	0.682	0.672	0.665
CHARLES	0.639	0.638	0.636	0.633	0.631
DORCHESTER	0.665	0.664	0.660	0.660	0.658
FREDERICK	0.630	0.621	0.613	0.607	0.607
GARRETT	0.714	0.710	0.702	0.694	0.684
HARFORD	0.645	0.642	0.640	0.637	0.632
HOWARD	0.417	0.406	0.405	0.405	0.414
KENT	0.522	0.524	0.513	0.499	0.483
MONTGOMERY	0.173	0.169	0.165	0.161	0.162
PRINCE GEORGE'S	0.569	0.569	0.570	0.566	0.565
QUEEN ANNE'S	0.535	0.530	0.520	0.517	0.516
ST. MARY'S	0.669	0.666	0.662	0.655	0.648
SOMERSET	0.750	0.754	0.758	0.760	0.758
TALBOT	0.202	0.210	0.207	0.205	0.194
WASHINGTON	0.649	0.650	0.649	0.650	0.650
WICOMICO	0.666	0.670	0.672	0.675	0.676
WORCESTER	0.028	0.030	0.042	0.064	0.085
TOTAL STATE	0.515	0.513	0.512	0.511	0.510

This schedule was prepared by the MSDE Budget Branch on 02/03/92, Based on Calculations available for the fiscal years requested.
The fiscal year 1995 figures were updated on 02/03/93 and represent rough estimates only.
It is unknown if these calculations match actual payments for those fiscal years.

STATE OF MARYLAND

PUBLIC SCHOOL CONSTRUCTION PROGRAM

TASK FORCE
ON
EDUCATION FUNDING EQUITY, ACCOUNTABILITY, AND PARTNERSHIPS

November 18, 1997

SUBJECT: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

- Prologue
- Introduction
- Community Schools Education Plan
- Capital Improvement Program
- Conclusion

Yale Stenzler, Executive Director
Public School Construction Program
200 W. Baltimore Street
Baltimore, Maryland 21201
(410) 767-0610

PROLOGUE

This is the third presentation being made by the Public School Construction Program to the Task Force on Education Funding Equity, Accountability, and Partnerships. The first was an overview and description of the State Public School Construction Program (9/17/97) and the second presentation (10/14/97) responded to questions raised at the first meeting and included detailed information regarding the capital improvement program request from the Prince George's County Public Schools, their Neighborhood School Plan, and the Community Schools Education Plan.

During the past sixty days members of my staff and I have been meeting with representatives from the Prince George's County Public Schools, the Prince George's County Government, and the Maryland National Capital Park and Planning Commission. These meetings have been both productive and informative. They have provided an opportunity to discuss the Neighborhood School Plan, the Community Schools Education Plan, the Public School Construction Capital Improvement Program, and enrollment projections. Based upon these discussions and other action and decisions at the local level the Capital Improvement Program for the Prince George's County Public Schools and the Community Schools Education Plan are being revised at this time.

This presentation includes a brief introductory summary of our previous presentation on the Prince George's County Public Schools, a review of the current Community Schools Education Plan submitted by Dr. Jerome Clark (October 1997), a review of the Capital Improvement Program submitted by the Prince George's County Board of Education (October 15, 1997), and concluding comments.

INTRODUCTION

In 1970 there were 160,643 students in the Prince George's County Public Schools. That number increased to 162,617 in 1971 and then dropped significantly in 1973 to 154,302 when court-ordered busing began in Prince George's County. The enrollment in the County declined to 102,598 in 1986 but has been steadily increasing since that time to reach 125,637 as of September 30, 1997. The projections developed by the Maryland Office of Planing, the Prince George's County Public Schools, and the Maryland National Capital Park and Planning Commission are shown below for year 2001 and the year 2006, including revised Board of Education projections based upon recent discussions.

	2001	2006
Maryland Office of Planning(1)	129,310	126,330
Prince George's County Public Schools(2)	133,744	134,619
Maryland National Capital Park and Planning Commission(1)	132,612	139,935

Notes: (1)Enrollment projections K-12 based upon 9/30/96 actual.
(2)Enrollment projections K-12 based upon 9/30/97 actual.

The projections for the year 2001 will be utilized in this presentation and for the analysis of the school construction projects submitted in the FY'99 CIP. The difference between the projections for the year 2001 are in the range of 3,300 to 4,400 students or 2.5 to 3.4 percent which is acceptable. The staff members from all three entities are meeting to review and resolve the differences between their projections for the year 2006 which are too great to be acceptable by all parties. Resolution of this issue is expected within the next 60 days. All decisions made by the State Public School Construction for the projects requested in the FY'99 CIP will be based upon projections for the year 2001 or 2002 which is only slightly higher.

The racial composition of the student enrollment in Prince George's County has changed dramatically since 1972. The student enrollment, by race, has completely reversed from earlier times. The chart below shows the changes that have occurred and the projection for the year 1999.

STUDENT ENROLLMENT BY RACE - PGCPS

School Year	White	Black
1972-1973	75.1%	24.9%
1984-1985	42.2%	57.8%
1996-1997	26.7%	73.3%
Projected		
1999-2000	23.3%	76.7%

During the 1971-72 school year there were 232 public schools in operation in the Prince George's County Public School system. This number dropped to 171 schools in the 1986-87 school year. In the 1996-97 school year there were 179 public school buildings being utilized with an additional 396 relocatable classrooms (376 local and 20 State units). These relocatables served approximately 10,000 students which represents approximately 8.2 percent of the 122,411 students in grades K-12 and does not include the 1,900 pre-kindergarten students enrolled in 1996.

Many schools were closed throughout Prince George's County in the 1970s and early 1980s. These actions were taken as a result of the decreases in enrollment and the requirements placed on the school system to comply with the court-ordered busing. The majority were located in and around the Washington Beltway. They were closed after being studied and decisions made regarding the estimated cost to renovate the buildings and the potential for them to be reutilized as a public school building in the future. Once these schools were closed, students were assigned to other school attendance areas which in many cases were not contiguous to their previous home school attendance area. These closed schools were in residential neighborhoods where students were bused to other communities to comply with the court order to desegregate the public schools in Prince George's County.

In July of 1994 the Superintendent of Schools of Prince George's County submitted a Neighborhood School Plan (NSP) to the Prince George's County Board of Education. This plan was based upon the actual enrollments from September 30, 1993 and was viewed as a six-year plan for implementation. The intent of the Plan was to return students to their neighborhood schools. On February 2, 1995 the plan was approved and adopted by the Board. The plan called for new schools to be built, schools that had been closed to be reopened, and for additions to be constructed at many schools. The specific number of schools and the added capacity for each category are shown below from the 1994 NSP.

	New Schools	Additions	Reopen
Elementary	10 / 6,250	14 / 1,965	4 / 2,320
Middle	1 / 900	4 / 480	-0-
High	1 / 2,200	4 / 1,040	-0-

Projects identified in the plan were included in the Capital Improvement Program (CIP) request submitted to the Public School Construction Program by the Prince George's County Board of Education in October 1994 for the FY'96 CIP. This request was approved by the Prince George's County government. Subsequent requests submitted for FY'97 and FY'98 also included projects that were identified in the NSP. The State approved projects and provided funding for several justified projects that were identified in the NSP for each of the three fiscal years.

Several of the projects identified in the NSP would reopen or re-establish public school buildings in neighborhoods and communities where public schools previously served students prior to the closing of many schools and court-ordered busing. The majority of these schools are inside and around the Washington Beltway. The 107 existing schools in this area served over 74,000 students which is 60.5 percent of the students enrolled in the Prince George's County Public Schools in the 1996-97 school year.

Recognizing that enrollments had increased rapidly between 1993 and 1996 (7.9 percent in three years), the Board of Education determined that it was appropriate to review and reexamine the NSP.

In October 1997, the Superintendent of Schools of Prince George's County submitted a revised plan based upon the actual enrollments from September 1996. This plan is entitled the Community Schools Education Plan (CSEP) and includes an analysis of all the schools currently in and projected to be part of the Prince George's County Public Schools through and beyond the year 2006. This plan takes into consideration the student enrollment and demographic changes which have occurred since the last plan was developed and is based upon revised enrollment projections.

The plan includes new schools, additions and the reopening of some schools during the next ten-year period. The number of schools and the proposed capacity that they would add are shown below in summary form. It should be noted that there are some differences between the schools and capacity identified in the Community Schools Education Plan (1997) and the Neighborhood School Plan (1994). This should be expected given the three years of growth and demographic changes that have taken place.

	New Schools	Additions	Reopen
Elementary	11 / 8,275	17 / 2,480	4 / 2,540
Middle	2 / 1,700	7 / 1,000	-0-
High	2 / 3,700	5 / 1,050	-0-

As stated in the prologue, the current Community Schools Education Plan (10/97) and the Prince George's County Public Schools Capital Improvement Program (10/15/97) are being revised. The review and analysis which follows is based on the original plans as submitted. This presentation should be considered preliminary in nature pending the receipt, review, and analysis of the final plans.

We have initiated an extensive review of both documents. Our analysis will include a review of all of the schools in the Prince George's County Public School system rather than just those schools that are identified in the CIP. This approach is necessary since there are so many proposed projects that are interrelated and dependent upon the projected enrollments and proposed changes in school attendance areas and boundaries.

We recognize that there are several projects for new schools, additions to existing schools, and the reopening of former school buildings which are in neighborhoods and communities where public schools were closed during the 1970s and early 1980s. These proposed projects would re-establish a public school in an area that previously served public school students. It should be understood that not all of the proposed school construction projects meet this definition. We will be evaluating each project on a case-by-case basis, using established criteria, to determine which projects are re-establishing a school in an existing community.

COMMUNITY SCHOOLS EDUCATION PLAN

In October 1997 the staff of the Prince George's County Board of Education revised the 1994 Neighborhood School Plan to reflect recent enrollment increases and demographic changes. The new plan, Community Schools in Prince George's County: An Educational Program for the Next Millennium, was submitted to the Board of Education by Dr. Jerome Clark, Superintendent. The Board has not yet approved this Plan. Our analysis of the Community Schools Education Plan is based on this text.[1]

This document is currently under review. The staff of the Public School Construction Program (PSCP) has been working closely with the staff of the Prince George's County Public Schools throughout this process to clarify items in the document and to make suggestions for changes. Based on our discussions and some local decisions, the document is being revised. The Board of Education plans to review and approve changes at their November 20, 1997 meeting.

The Community Schools Education Plan (CSEP) endeavors to address simultaneously the capital and operational needs arising from three events:

(1) enrollment growth;
(2) the effect of ending involuntary busing and returning students to community schools; and
(3) unique program enhancements.

Because the CSEP tries to address enrollment changes, the ending of involuntary busing, and the creation of additional Milliken II and Model Comprehensive schools concurrently, it is very difficult to determine and isolate the effect of each component. The PSCP staff recommends that Prince George's County Public Schools use the CSEP to clearly illustrate the capital and operating needs of each component. By addressing each component separately, policy makers in the County and the State will have better information to make informed decisions concerning the capital and operational needs of Prince George's County Public Schools.

The material and information presented below represents our comments and suggestions based upon our review and analysis of the Community Schools Education Plan (10/97). It should be recognized that many of these items may be incorporated into the revised plan currently being developed by Prince George's County Public Schools' personnel. The material is divided into the various sections contained in the CSEP.

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[1] Copies of this Plan were distributed to Task Force members on October 14, 1997.

CSEP Section - Introduction

This part provides an overview of the Plan with sections on the community schools component, the New Millennium Educational Program, and Accountability. Information is provided on the impact to school facilities of increasing enrollments, implementing the community schools, and executing the educational program enhancements. Tables present the additional capacity proposed and the capital cost of providing that capacity.

1. **Clarify an implementation time frame.** The CSEP currently uses 6, 7, 8, and 10 year figures.

2. **Reconcile enrollment projections.** The CSEP indicates that Prince George's County Public Schools will have 17,000 additional students but it is unclear in what time period that growth is projected to occur. In comparing the enrollment projections developed by the Prince George's County Board of Education staff to those developed by the Maryland Office of Planning and the Maryland National Capital Park and Planning Commission, there is a considerable difference for the 6th through 10th year projections. We have recommended these differences be resolved. Prekindergarten students are not included in the projections although in 1997 there are 2,732 students. These pre-kindergarten students and any planned expansion of the program needs to be taken into consideration in developing the capital improvement program.

3. **Explain the rationale for classroom additions.** The CSEP is not consistent in explaining the justification for the added capacity of the 198 classroom additions. We have recommended this be clarified.

4. **Verify capacities, estimated costs, and inflation factors in Tables I, II, and III.**

5. **Explore additional reopenings of former schools**. It is indicated that "in most cases, the proposed new schools would be located in communities where previously existing schools no longer exist." The CSEP calls for reopening four elementary schools. There may be other closed schools that could be reused.

6. **Examine the facility impact of implementing the New Millennium Educational Program.** For example, all Milliken and Model Comprehensive schools have full-day kindergarten programs. The Plan includes the expansion of these programs to many schools. How many additional kindergarten classrooms will be required? A review indicates that approximately 100 additional kindergarten classrooms will be required. The additional teachers are included in the operational budget figures (Attachment VI) but the capital costs need to be added to the estimate for the CIP (Attachment V).

7. **Review and revise the operating cost figures.** The total dollar value ($497 million) may not accurately reflect the actual anticipated cost to implement the CSEP mainly due to the method of presentation and the application of an inflation factor.

8. **Clarify what costs--both capital and operational--are associated with enrollment growth, with returning formerly bused students to community schools, and with programs developed to enhance academic achievement.**

CSEP Section - Attachments I-III

These attachments summarize detailed information concerning each of the schools in the county as it would be treated if the CSEP recommendations are implemented. The impact of enrollment growth; returning students to community schools; boundary changes; implementing unique educational enhancements; and plans for new capacity are shown for each existing school, new schools, reopened schools and schools to receive additions. Information is provided on the current and future capacities, enrollments, program enhancements, Black population, and planned capacity improvements.

1. **Reexamine the description of the data in each column.** Certify that the description of the data in the columns accurately reflects the information provided and is consistent in the three attachments.

2. **Review boundary change data to be sure it is shown for all affected schools.**

3. **Consider reflecting boundary change data in 2001 enrollment projections.**

4. **Show 1998 projected enrollments in full-time equivalents.**

5. **Verify that capacities for additions and new schools are consistent with capacities requested as part of the capital improvement requests.**

Public School Construction Program staff is in the process of analyzing the impact of the Community Schools Education Plan on all school facilities in Prince George's County. To complete this analysis we will examine the utilization rate for each Prince George's County public school

*as they currently exist today,
*for the impact of projected enrollment growth to the year 2001,
*for the impact of returning students to their community schools, and
*for the impact of implementing "unique educational enhancements," i.e., Model Comprehensive and Milliken schools.

The following six (6) charts are being developed by PSCP staff to enable us to complete our analysis of the CSEP and the FY'99 CIP. In addition we will be producing maps illustrating the location of closed schools and the location of new schools, reopened schools and additions to existing schools which are included in the FY'99 CIP (FY 1999 - FY 2004).

Chart 1: Compares the current State Rated Capacity (SRC) and September 1996 full-time equivalent (FTE) enrollments. This chart will illustrate the 1996 utilization rates of all Prince George's County Schools. *Source: Office of Planning's 1997 SRC report and FTE Enrollment from P.G. Co. EFMP 1997.*

Chart 1 - Example

SCHOOL NAME	SRC	1996 FTE Enrollment	UTILIZATION RATE %
Adelphi E	449	579	129

Chart 2: Examines the utilization rates of Prince George's County schools by comparing the current SRC to the 2001 projected FTE enrollments as the schools currently exist. This chart will illustrate the utilization rates projected for 2001 due to the effects of enrollment growth. *Source: 1997 CSEP, PG 1996 Elementary School Summary.*

Chart 2 - Example

SCHOOL NAME	SRC	2001 Projected FTE Enrollment	UTILIZATION RATE %
Adelphi E	449	620	138

Chart 3: Compares the current SRC to the 2001 projected FTE enrollment including changes resulting from implementing community schools. This chart will illustrate utilization rates with the projected enrollment growth if involuntarily bused students are redistricted back to their existing neighborhood schools. Other facility, program, or enrollment changes are not considered. *Source: 1997 CSEP, PG 1996 Elementary School Summary, Office of Planning's 1997 SRC report*

Chart 3 - Example

SCHOOL NAME	SRC	2001 Projected FTE Enrollment with Desegregation Changes	UTILIZATION RATE %
Adelphi E	449	620	138

Chart 4: Compares the 2001 projected FTE enrollment including changes resulting from implementing community schools and boundary changes to the SRC. The SRC has been adjusted to reflect additional capacity as a result of additions, reopenings, and new schools built as part of the plan. This chart will illustrate utilization rates of schools with the projected enrollment growth if involuntarily bused students are redistricted back to their neighborhood schools, proposed boundary changes are made, and additional capacity is added. It does not take into account proposed programmatic changes, i.e., full day kindergarten and the expansion of Milliken and Model Comprehensive schools. *Source: 1997 Community Schools Education Plan, PG 1996 Elementary School Summary, Office of Planning's 1997 SRC Report.*

Chart 4 - Example

SCHOOL NAME	SRC + Additions	2001 Projected FTE Enrollment with Desegregation Changes and Boundary Changes	UTILIZATION RATE %
Adelphi E	599	620	104

Chart 5: Compares the 2001 projected enrollment including changes resulting from implementing community schools and boundary changes to SRC plus additional capacity as a result of additions, reopened schools and new schools built as part of the plan. Enrollment projections reflect the implementation of full-day kindergarten. SRC has not been adjusted to accommodate Milliken staffing of 20 pupils per teacher. This chart will illustrate utilization rates of schools with:

- projected growth
- community schools
- boundary changes
- programmatic changes, i.e., full day kindergarten at all schools and the expansion of Milliken and Model Comprehensive schools

Source: 1997 CSEP and Office of Planning's 1997 SRC Report.

Chart 5 - Example

SCHOOL NAME	SRC + Additions	2001 Projected Enrollment with Desegregation, Boundary, and Program Changes	UTILIZATION RATE %
Adelphi E	599	620	104

Chart 6: Examines Prince George's County schools comparing 2001 projected enrollment including changes resulting from implementing community schools and boundary changes to the plan capacity as listed in the plan. This chart will illustrate utilization rates with the projected enrollment growth and all changes made to accommodate the increase in enrollment, the implementation of community schools, and adoption of "unique" educational enhancements using the "plan capacity" rather than the SRC. According to the CSEP, "plan capacity" is "the school's capacity as it is anticipated pending full implementation of the study's proposals." This includes the conversion of many elementary schools to Model Comprehensive or Milliken schools, additions, reopened schools and new schools as proposed in the Plan. *Source: 1997 Community Schools Education Plan.*

Chart 6 - Example

SCHOOL NAME	Plan Capacity	2001 Projected Enrollment with Desegregation, Boundary, and Program Changes	UTILIZATION RATE %
Adelphi E	630	620	98

CSEP Section - Attachment IV: Capital Improvement Costs The tables identify the capital costs for new schools, for reopening schools, and for additions by elementary and secondary schools.

1. **Verify the capacities requested.**

2. **Review the cost estimate for each project.** Consider developing the cost estimate without an inflation factor. Projects for the same projected enrollment or the number of classrooms being added should be shown at the same cost unless there are other factors (i.e., site acquisition).

3. **Revise the cost estimate to include classroom additions for expanded full-day kindergarten programs.**

4. **Review the anticipated completion date (phasing schedule) for each project.** Consideration should be given to the realistic expectation of State and local funding to support the capital improvement projects identified. Sufficient time should be considered for planning, design, and the construction phases.

CSEP Section - Attachment V: Funding Schedules The schedules furnish the total estimated costs and the funding required by fiscal year for the capital improvement program.

1. **Relabel the headings and subheadings on each page to accurately reflect the components of the capital improvement program.**

2. **Verify that the cost figure for each project is consistent with the capacities and scope of work proposed.**

3. **Consider developing the cost estimates utilizing a constant cost per square foot figure (i.e., July 1998).** A note can be added to indicate that inflation beyond this date has not been added. This would recognize projects that received prior State and local funding and costs for projects beyond the year 2004 (which now have compound inflation added). Project cost estimates can then be adjusted annually as the capital improvement program is prepared and updated.

4. **Review the anticipated date to initiate planning and construction for each project.** Anticipated State and local funding should be considered in developing this portion of the plan. This includes the time schedule for the project and the funding of construction over two or three fiscal years.

5. **Additional projects for kindergarten additions (for full-day kindergarten) should be added and appropriately incorporated (phased) into the capital improvement plan.**

6. **The expansion of pre-kindergarten programs is not reflected in the capital improvement program.** Increased funding for additional classrooms for pre-kindergarten programs should be reviewed and appropriately added, if necessary, to the FY'99 Capital Improvement Program.

7. **Review and revise (where appropriate) the individual project costs and totals to be consistent with the FY'99 Capital Improvement Program approved by the Prince George's County Board of Education.**

CSEP Section - Attachment VI: Operating Costs The tables presented in this attachment provide data on the Operating Costs associated with fully implementing the Community Schools Education Plan. Two tables are presented. One reflects inflation (compounded) for each cost category by fiscal year and the second one reflects operating cost estimates for each cost for each fiscal year. The comments below relate to the second table.

1. **The cost figures for enrollment growth reflect anticipated expenditures, but do not reflect State and local funding that should be anticipated through existing formulas and/or programs.** Consider developing an additional table to reflect the added costs above and beyond anticipated available revenue by fiscal year.

2. **The Capital Improvement Program schedule should be studied and anticipated completion dates for each project should dictate the initiation of the appropriate operational costs in the various categories.**

3. **Classroom additions for kindergarten students should be added to the classroom addition category and included in several fiscal years (as appropriate).**

4. **The comprehensive School Improvement cost category figures, which include additional kindergarten teachers, should be reviewed and operating costs should coincide with the availability of the additional kindergarten classrooms.**

5. **The cumulative totals to implement the CSEP may not accurately reflect the actual costs mainly due to the method of presentation and the application of an inflation factor.** An inflation factor of 3 percent is reasonable to arrive at a cost for September 1998 from calculations made in 1997. This yields a cost of $24 million for the FY 98-99 school year. The increase to the following year in 1997 dollars is $8.9 million (from $23.4 million to $32.3 million). A 6.1 percent factor for compounded inflation on this added amount ($8.9 million) would be $543,000 rather than the $1,957,144 figure which is shown, based upon the 6.1 percent factor being applied to the entire $32.3 million for the second year. This problem continues for each future fiscal year.

6. **The expansion of pre-kindergarten programs is not included in the operating costs for the CSEP.** It is our understanding that the operating costs presented do not include any additional staffing or other expenditures required to increase the number of pre-kindergarten students served by Prince George's County Public Schools.

CSEP Section - Attachment VII: Accountability This attachment presents a detailed summary of the accountability component of the CSEP. This section does not have a direct relationship to the school construction capital improvement program.

1. **Review the various program initiatives identified to close the achievement gap to determine if there are any facility needs or requirements that would support or enhance the implementation of any programs.** Any capital improvements identified should be incorporated into the capital improvement program.

CAPITAL IMPROVEMENT PROGRAM

Since the inception of the Public School Construction Program in 1971 the Prince George's County Public School system has received funding in excess of $216 million. The State also assumed and has fully retired $149 million of outstanding bond debt for County issued bonds for school construction projects (issued prior to June 30, 1967). During the five-year period between FY'91 and FY'95 Prince George's County received State funding in the total amount of $36.4 million or an average of $7.3 million per year. This compares with a total of $37.5 million for the three-year period of FY'96 to FY'98 or an average of $12.5 million per year.

In the past ten years the State Public School Construction Program approved many projects in Prince George's County which provided permanent capacity to address the increasing student enrollments in the school system. These projects are listed below and include replacement schools, new schools, renovations/additions, renovations and/or additions to two former private schools, and permanent classroom additions to existing schools. In this last category alone the State, in response to requests from the Prince George's County School system, has provided 213 classrooms at 39 schools. This is the equivalent of nine (9) new elementary schools each with a capacity of 600 students.

ADDITIONAL CAPACITY - PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

FY'89	Bladensburg E.	repl.
	Gladys Noon Spellman E.	ren/add (repl.)
FY'90	Bradbury Heights E.	repl.
	29 permanent classroom additions at 5 schools	
FY'91	Greenbelt E.	repl.
	36 permanent classroom additions at 7 schools	
FY'92	Forestville H.	ren/add
	16 permanent classroom additions at 2 schools	
FY'93	Forestville H.	ren/add
	Kingsford E.	new
	22 permanent classroom additions at 4 schools	
FY'94	Scotchtown Hills E.	new
	Cool Spring E.	ren/add
	26 permanent classroom additions at 6 schools	
FY'95	Drew Freeman M.	ren
	20 permanent classroom additions at 3 schools	

FY'96	Francis S. Key E./Sp.	ren/add (repl.)
FY'97	Dodge Park E. #2	new
	36 permanent classroom additions at 7 schools	
FY'98	Dodge Park E. #2	new
	Hillcrest Heights E.	ren/add
	Ardmore H.	new
	Northwestern H.	repl.
	Highland Park E.	ren/add
	Hil-Mar E.	new
	28 permanent classroom additions at 5 schools	

The Fiscal Year 1999 Capital Improvement Program submitted by the Prince George's County Board of Education on October 15, 1997 covers six fiscal years - the current request for FY'99 and the anticipated requests for fiscal year 2000 through fiscal year 2004. The requests are shown below and total $180 million for the six-year period. This averages $30 million per year for six years. The request for FY'99 is approximately $50 million. The six-year program has not been approved by the County government. That approval is required on or before December 8, 1997.

FISCAL YEAR 1999 CAPITAL IMPROVEMENT PROGRAM REQUEST
PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Fiscal Year 1999	$ 49,868,000
Fiscal Year 2000	$ 48,496,000
Fiscal Year 2001	$ 28,152,000
Fiscal Year 2002	$ 13,442,000
Fiscal Year 2003	$ 17,804,000
Fiscal Year 2004	$ 22,228,000
	$179,990,000

The funding required by the Prince George's County government to access these State funds total in excess of $297 million for the six years. This averages approximately $50 million per year.

The two pages that follow are a summary of the Fiscal Year 1999 Capital Improvement Program for the Prince George's County Public Schools (FY 1999 - FY 2004). It includes some projects that received prior planning approval and construction funding (in some cases partial funding) and projects that will be funded after the year 2004.

STATE AND COUNTY FUNDED PROJECTS FY-1999 Through FY-2004

(000)

	Projects	Est. Total Cost	Total State	Total County	Prior Funding		Budget Year FY 99		FY 2000		FY 2001		FY 2002		FY 2003		FY 2004		Beyond 5 Yrs.		Page No.	Date Compl.
					State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County		
	FUNDED																					
	Construction																					
1	Hillcrest Heights Elem. Renovation/Addition	8,688	3,377	5,311	3,377	4,118 pc		1,193 c													26	8/98
2	New Dodge Park #2 Elem.	10,640	3,818	6,822	3,818 c	4,950 pc		1,872 c													32	11/98
3	Ardmore Area High New	47,315	18,983	28,332	3,868 c	1,980 pc	7,500 c	10,500 c	7,615 c	12,180 c		3,672 c									16	8/00
4	Northwestern High Replacement	50,818	20,072	30,746	4,500 c	1,775 pc	8,500 c	11,500 c	7,072 c	12,650 c		4,821 c									41	8/00
	Planning																					
5	Bladensburg High Renovation/Addition	35,580	14,147	21,433		1,850 p	6,500	6,500 c	7,647 c	8,100 c		4,983 c									18	8/00
6	Highland Park Elem. Renovation/Addition	6,703	1,797	4,906		1,212 p	1,797 c	2,744 c		950 c											25	8/99
7	New Hil-Mar Elem.	13,059	4,270	8,789		450 p	2,500 c	2,759 c	1,770 c	3,630 c		1,950 c									34	8/99
8	Croom Vocational High Replacement	12,570	3,385	9,185		800 p	1,590 c	2,500 c	1,795 c	4,300 c		1,585 c									20	1/00
	PROPOSED																					
9	Small Classroom Addition	32,806	13,103	19,703			4,600 c	6,917 pc	4,879 c	7,336 pc	3,624 c	5,450 pc									44	8/99
10	Systemic Replacements	68,671	38,707	29,964			13,707 c	11,214 pc	5,500 c	4,250 pc	5,500 c	4,250 pc	4,750 c	3,500 pc	4,750 c	3,500 pc	4,500 c	3,250 pc			45	
11	Science Classrooms Renovation	23,674	9,857	13,817			886 c	1,242 pc	2,769 c	3,881 pc	2,658 c	3,726 pc	997 c	1,397 pc	2,547 c	3,571 pc					43	8/99
12	Technology In Schools Program	4,404	1,410	2,994			900 c	1,900 c	510 c	1,094 c											47	8/99
13	Disruptive Youth School Program	1,175	354	821			146 c	264 pc	104 c	288 pc	104 c	269 pc									21	8/99
14	Patuxent Elem. Renovation	1,295	670	625				50 p	335 c	290 c	335	285									42	8/01
15	Francis Scott Key Elem. Hearing-Impaired Wing Addition	3,990	1,242	2,748			1,242 c	2,383 pc		365 c											23	8/99
16	New Hill Road Middle	20,397	7,145	13,252				1,200 p	3,500 c	4,450 c	3,645 c	4,852 c		2,750 c							35	8/01
17	New Perrywood Elem.	13,598	4,368	9,230				670 p	2,500 c	3,000 c	1,868 c	3,610 c		1,950 c							36	8/00
18	New Benjamin Davis Elem.	13,748	4,368	9,380				750 p	2,500 c	3,000 c	1,868 c	3,680 c		1,950 c							29	8/00
19	New Thorne Drive Elem.	14,015	4,468	9,547						750 p	2,500 c	3,200 c	1,868 c	3,547 c		2,050 c					39	8/01

STATE AND COUNTY FUNDED PROJECTS FY-1999 Through FY-2004

	Projects	Est. Total Cost	Total State	Total County	Prior Funding State	Prior Funding County	Budget Year FY 99 State	Budget Year FY 99 County	FY 2000 State	FY 2000 County	FY 2001 State	FY 2001 County	FY 2002 State	FY 2002 County	FY 2003 State	FY 2003 County	FY 2004 State	FY 2004 County	Beyond 6 Yrs. State	Beyond 6 Yrs. County	Page No.	Date Compl.
20	Lusby Ryon Middle	20,804	7,309	13,495						1,200 p	3,550 c	4,750 c	3,759 c	4,650 c		2,895 c					27	8/02
21	New Greater Capitol Heights Elem.	15,015	4,468	10,547						1,750 p	2,500 c	3,200 c	1,968 c	3,547 c		2,050 c					33	8/02
22	Lyndon Hill Elem. Renovation/Addition	7,467	2,107	5,360										485 - p	2,107 c	4,275 c		600 c			28	8/03
23	New Colmar Manor Elem.	15,636	4,676	10,960										1,750 p	2,700 c	3,500 c	1,976 c	3,660 c		2,050 c	31	8/04
24	New West Green Valley Elem.	15,636	4,676	10,960										1,750 p	2,700 c	3,500 c	1,976 c	3,660 c		2,050 c	40	8/04
25	Greenbelt Middle Renovation/Addition	17,686	5,007	12,679										835 p	3,000 c	4,500 c	2,007 c	4,844 c		2,500 c	24	8/04
26	Doswell E. Brooks Elem. Renovation/Addition	7,053	2,484	4,569												460 p	2,484 c	3,374 c		735 c	22	8/04
27	New South Regional High	39,988	14,836	25,152												1,670 p	4,500 c	5,000 c	10,336 c	18,482 c	38	8/06
28	New Cheltenham Forest Elem.	15,885	4,785	11,100												1,750 p	4,785 c	9,350 c			30	8/04
29	New Seat Pleasant #2 Elem.	15,885	4,785	11,100														1,750 p	4,785 c	9,350 c	37	8/05
30	Carmody Hills Elementary Renovation/Addition	6,350	2,248	4,102														565 p	2,248 c	3,537 c	19	8/05
31	Berwyn Heights Elem. Renovation/Addition	4,955	1,804	3,151														465 p	1,804 c	2,686 c	17	8/05
	Total All figures in thousands All costs are estimates	554,201	210,674	343,527	15,563	17,135	49,868	66,158	48,496	73,464	28,152	54,283	13,442	28,411	17,804	33,721	22,228	35,488	15,121	35,167	926	

1. Indicates planning funds - "p"
2. Indicates construction - "c"

vc [illegible](8/21/97)

The material and information below is a review and analysis of the projects requested in the FY'99 CIP. It should be recognized that (a) the submittal is being revised, (b) it will be resubmitted, and (c) County government approval of the request is still pending. Projects not approved by the County government will be removed from the request and consideration for State planning approval and/or funding.

The seventy-eight (78) projects included in the FY'99 CIP request can be divided into eight categories. Comments are provided for each project unless the projects are clustered into a single grouping.

1. - 6. PROJECTS WITH PRIOR PLANNING APPROVAL

1. Ardmore High - a new high school
    project was approved for planning in the FY'96 CIP
    partial funding was approved in the FY'98 CIP - $3,868,000
    project eligible for an additional $14,186,000
    request for FY'99 is for $7,500,000
    balance will be requested in a future fiscal year
    project is ready to proceed, funding can be considered

2. Northwestern High - a replacement high school
    project was approved for planning in the FY'97 CIP
    partial funding was approved in the FY'98 CIP - $4,500,000
    project eligible for an additional $14,590,000
    request for FY'99 is for $8,500,000
    balance will be requested in a future fiscal year
    project is ready to proceed, funding can be considered

3. Bladensburg High - renovation/addition
    project approved for planning in the FY'97 CIP
    request for FY'99 is partial funding - $6,500,000
    balance to be requested in future fiscal year
    project capacity and scope of work eligible under review,
        funding should not proceed at this time

4. Highland Park Elementary - reopening of former school (ren/add)
    project approved for planning in FY'98 CIP (440 Milliken School)
    project being considered for 550 enrollment, student justification pending
    request for FY'99 is for funding - $1,797,000
    an increase in funding is possible for increased enrollment
    project capacity and scope of work eligible under review,
        funding should not proceed at this time

5. Hil-Mar Elementary - new elementary school
    project approved for planning in the FY'98 CIP (730 capacity)
    project being reviewed for justification of 730 students
    request for FY'99 is partial funding - $2,500,000
    balance to be requested in a future fiscal year
    project capacity and scope of work eligible under review,
        funding should not proceed at this time

6. Croom Vocational High - replacement school (special population)
    project approved for planning in the FY'98 CIP
    project enrollment and scope of work recommended for increase
    request for FY'99 is partial funding - $1,590,000
    balance to be requested in a future fiscal year
    project is ready to proceed, funding can be considered

7. - 18. CLASSROOM ADDITIONS

There are twelve projects which would add from four (4) to eight (8) classrooms as permanent additions to elementary schools. The total number of classrooms requested is sixty-six (66).

the request is for funding each project, with a total request of $4,600,000
additional information is required to justify each classroom addition project
project capacity and scope of work under review, funding should not
    proceed at this time

19. - 59. SYSTEMIC RENOVATIONS

There are forty (40) projects for funding as systemic renovations which are listed in priority order. There are twenty-six (26) roof replacement projects, eight (8) boiler replacement projects, four (4) chiller replacement projects, and two (2) structural replacement projects.

the request is for funding each project, with a total request of $13,707,000
additional information is required for each project and ineligible costs should be
    deducted from the amount requested
project justification and eligible scope of work under review, funding should
    not proceed at this time

60. - 62. LOOK OF THE FUTURE HIGH SCHOOL SCIENCE FACILITIES

There are three (3) project requests for funding LOOK OF THE FUTURE high school science facility renovations. These projects would renovate science classrooms, laboratories, and support space at the following locations: Suitland High School, the Howard B. Owens Science Center, and Friendly High School.

request is for funding in the FY'99 CIP - total request is $886,000
additional information is required pertaining to student enrollment in science courses, revised cost estimates, and description of the work for each project
project justification and scope of work under review, funding should not proceed at this time

63. - 72. TECHNOLOGY IN MARYLAND SCHOOLS PROGRAM

This request is for funding the wiring for voice, video, and data communication systems in ten (10) schools.

request is for funding in the FY'99 CIP - $900,000
additional information is required for each project
projects must be revised to be those submitted in the application for State funding
project justification, scope of work, and budget under review, funding should not proceed at this time

73. DISRUPTIVE YOUTH

73. School location (TBD)
request is for funding in the FY'99 CIP - $146,000
project would renovate approximately 3,000 sq. ft.
programs to serve disruptive middle school students
project site, justification, and scope of work under review, funding should not proceed at this time

74. PLANNING APPROVAL AND CONSTRUCTION FUNDING

74. Francis Scott Key Elementary - an addition for hearing impaired students
request planning approval and construction funding in the FY'99 CIP
project had previously been approved by the State but was deleted from the approved scope of work by the County government last year
request is for $1,242,000
project scope of work and justification under review, pending County government approval, funding should not proceed at this time

75. - 78. PLANNING APPROVAL

75. Patuxent Elementary - renovation
    request is for planning approval to renovate 19,929 sq. ft.
    construction funds to be requested in a future fiscal year
    project scope of work should be coordinated with a systemic renovation
        roof replacement project requested in the FY'99 CIP, approval should
        not be given at this time

76. Hill Road Middle - new school
    request is for planning approval for 900 students
    construction funds to be requested in a future fiscal year
    project request being reviewed for justification for 900 students
    project capacity and scope of work eligible under review,
        approval should not be given at this time

77. Perrywood Elementary - new school
    request is for planning approval for 750 students
    construction funds to be requested in a future fiscal year
    project request being reviewed for justification for 750 students
    project capacity and scope of work eligible under review,
        approval should not be given at this time

78. Benjamin Davis Elementary - new school
    request is for planning approval for 750 students
    construction funds to be requested in a future fiscal year
    project being reviewed for justification of 750 students
    project capacity and scope of work eligible under review,
        approval should not be given at this time

It should be noted that many of the outstanding issues and concerns will be resolved as additional information and the revised capital improvement program material is submitted. The status of many of these projects is expected to change within the next 30 days. They then could be considered for State planning approval and/or funding by the Interagency Committee on School Construction. Some of the classroom addition projects may be modified to provide classroom space to support the expansion of the full-day kindergarten program.

The projects identified in the subsequent five fiscal years (FY 2000 to FY 2004) will be reviewed as described above in conjunction with the revised Community Schools Education Plan and the revised Capital Improvement Program.

CONCLUSION

The Community Schools Education Plan (10/97) and the Capital Improvement Program (10/15/97) were formulated to address the educational program and capital improvement requirements of the Prince George's County Public Schools. These two plans, when viewed together, provide for educational program enhancements; the elimination of court-ordered busing; a return to neighborhood schools; improvements to existing educational infrastructure; and facilities to meet the current overcrowding and projected increases in student enrollments.

The anticipated revisions to the Community Schools Education Plan and the Capital Improvement Program should greatly strengthen and improve the documents. Their value as planning tools and instruments for successful implementation will be enhanced.

The annual and five-year capital improvement program will be reviewed, revised, and amended each year prior to submission to the Public School Construction Program by the Prince George's County Board of Education. County government approval of the CIP is required and this approval signifies their financial commitment to the projects proposed and requested by the Board of Education.

A preliminary review of both plans indicates that the majority of projects are justified and can be supported during the six-year period (FY 1999 - FY 2004). Some projects, however, may not be justified until some future fiscal year beyond FY 2004. The annual review of project requests and the monitoring of enrollment projections and other factors will lead to approvals at the appropriate time.

On November 13, 1997 the staff of the Public School Construction Program recommended State funding for two (2) projects which were included in the FY'99 CIP submission from the Prince George's County Board of Education. This recommendation was made to the Interagency Committee on School Construction. The projects recommended are listed below; all other projects were deferred.

Ardmore High School	partial State funding	$2,500,000
Northwestern High School	partial State funding	$2,500,000

The Prince George's County Board of Education can appeal the deferred projects on December 15, 1997 before the Interagency Committee on School Construction. The Committee, in responding to the appeal, could approve additional funding and/or planning approval for justified projects that are ready to proceed.

It is anticipated that questions, concerns, and outstanding issues will be resolved for many of the projects which are deferred at this time. State approval of planning and/ funding by the Committee is then possible.

The Public School Construction Program only makes commitments to fund school construction projects for the fiscal year in which the request is made. Annual legislative appropriations, in response to the budget submitted by the governor, establish the level of funding for the Public School Construction Program.

Based upon our review of the CSEP (10/97) and the Capital Improvement Program submitted by the Prince George's County Board of Education (10/15/97) for FY'99 (FY 1999 to FY 2000), annual requests in the range of $25-$35 million is not unreasonable. State funding would be allocated for justified projects that meet the established criteria utilized to approve and fund projects throughout the State. The specific levels of funding to any school system is dependent upon (a) project justification, (b) State eligible project costs, (c) application of the State/local shared cost formula, (d) the Statewide allocation for the fiscal year, and (e) the availability of the local funds required for the project(s).

In summary, the two plans--the Community Schools Education Plan and the Capital Improvement Program--once revised and modified should form the basis of requests for State funding for capital improvement projects in Prince George's County. Specific projects will be reviewed and, when justified, approved within the available State funds authorized through the Public School Construction Program on an annual basis.

TASK FORCE
ON
EDUCATION FUNDING EQUITY,
ACCOUNTABILITY, AND PARTNERSHIPS

November 25, 1997

SUBJECTS:

- Systemic Renovations
- Aging School Program
- Supplemental Aging School Program

Dr. Nancy S. Grasmick
State Superintendent of Schools
and
Dr. Yale Stenzler, Executive Director
Public School Construction Program

SYSTEMIC RENOVATIONS

The State Public School Construction Program provided funds for systemic renovation projects for the first time in Fiscal Year 1988. The Rules, Regulations, and Procedures for the Administration of the School Construction Program (R.R.& P) were amended to enable the Board of Public Works to approve "systemic renovations within a building or portion thereof," but excluded "systemic renovations for school buildings that are not properly maintained."

The funds allocated the first year (FY'88) were provided through a separate bond bill. The amount approved was $3.5 million. In subsequent years the funds allocated for systemic renovation projects came from within the total allocation for the Public School Construction Program.

Systemic renovation projects allow a building system to be replaced and the extended life for the building to be increased without having to renovate the entire facility. Systemic renovation projects generally are identified in one of the six categories listed below. The six categories are: structural, mechanical, plumbing, electrical, fire safety, and conveying system. Additional information regarding each category is shown on Exhibit A. There have been some projects considered "multiple systemic renovations" (MSR) which have two or more justified systemic renovation projects combined into a single project submission.

Systemic renovation projects initially were designed to "replace" not upgrade the existing materials and components. In December, 1995 the definition was modified to enable older existing schools to be improved and made comparable to newer facilities when systemic renovation projects were requested and approved. The revised definitions are shown on Exhibit A.

Each systemic renovation project submitted for State funding must have a minimum estimated cost of $100,000. There is an exception for smaller projects which sets the minimum at $50,000 in certain situations which is specified on Exhibit A.

As each project is reviewed a determination is made regarding its justification and the eligibility of the scope of work proposed. Only eligible and justified projects are approved. These may be portions of the work or costs that are not eligible for State funding.

For many years the State funding for systemic renovation projects was established based upon the age of the component being replaced on a sliding scale (either 50, 60, or 85 percent). In 1993 the existing State/local shared cost formula was applied to the eligible project costs for systemic renovation projects.

State funding for systemic renovations has been substantial since the inception of this program in FY'88. Since that time over $103 million has been allocated for systemic renovation projects in 479 schools. The State funding for this category of projects has ranged from 4.26%

of the total allocation for the Public School Construction Program in FY 1990 to 19.68% in FY 1994. For the last three years (FY'96 - FY'98) State funding has been between 11 and 12 percent. The allocations by fiscal year, number of projects, and percent of total funding can be seen on Exhibit B.

The following information is provided for the past three years:

Fiscal Year	Projects Requested	Funds Requested	Projects Approved	Funds Approved
1996	132	$32.8m	60	$13.4m
1997	104	$29.0m	62	$16.7m
1998	101	$29.7m	101	$16.7m

The preliminary requests for FY 1999 include 175 systemic renovation projects which total in excess of $50 million. Some of these requests will be modified by the local school systems or the local governments prior to December 8, 1997 which is the last day for revisions and approval of the submittal for FY'99. It is expected that the number of projects and total cost will be reduced prior to that date. At this time, however, the projects requested in the FY'99 CIP can be divided into the following groups:

Project Type	Number of Projects	Amount Requested
roofs	84	$27.7m
mechanical	65	$13.7m
windows	7	$ 3.3m
multiple (MSR)	14	$ 4.9m
other	5	$ 1.2m
	175	$50.8m

The figures above include the balance of State funding for six (6) systemic renovation projects that were partially funded in the FY'98 CIP. These funds, which total $722,000, will complete the funding for these projects.

Exhibit A

SYSTEMIC RENOVATION FUNDING

Systemic renovations allow for the renovation (not maintenance) of specific areas or a building system in a school facility. The purpose is to improve certain areas or systems in a facility while avoiding a building-wide renovation. The following types of projects are eligible for State funding:

- Structural - The installation, replacement, or renovation of roofs, wall systems, windows, floor and ceiling systems;
- Mechanical - The installation, replacement, or renovation of heating, ventilating, and air conditioning systems or mechanical sub-systems;
- Plumbing - The installation, replacement, or renovation of water supply and sanitary systems;
- Electrical - The installation, replacement, or renovation of an electrical system, including the switchgear and distribution system;
- Fire Safety - The installation, replacement, or renovation of a fire safety system, including sprinklers, fire alarm, and fire detection systems; and
- Conveying Systems - The installation, replacement, or renovation of an elevator system.

Each project will consist of a major renovation of a structural, mechanical, electrical, fire safety or a conveying system each costing at least $100,000 within a single facility which would not entail a broader renovation of the facility in order to accomplish the project. Projects which cost less than $100,000 but more than $50,000 are eligible for State funding if a jurisdiction did not request other systemic renovation projects exceeding $100,000 in estimated costs.

Exhibit B

Systemic Renovations[1]

Fiscal Year	Amount	No. of Projects	Total Allocation	%
1988	$ 3,558,000	14	$ 58,197,000	6.11
1989	4,045,000	26	61,652,000	6.56
1990	3,752,000	26	88,000,000	4.26
1991	5,109,000	35	80,470,000	6.35
1992	6,429,000	32	64,700,000	9.94
1993	9,804,000	57	79,000,000	12.41
1994	17,122,000	65	87,000,000	19.68
1995	8,247,000	44	107,970,000	7.64
1996	13,380,000	60	118,900,000	11.25
1997	16,717,000	62	140,200,000	11.92
1998	16,727,000	58	150,300,000	11.13
TOTAL	$103,465,000	479[2]	N/A	N/A

Notes:

[1] Includes amendments to the annual CIP approved by the BPW

[2] Over ⅓ of the existing public schools in the State of Maryland

AGING SCHOOL PROGRAM

The Aging School Program was established for Fiscal Year 1998 as part of Senate Bill 795. The total allocation for the program and the specific allocation for each school system is identified in the legislation which was approved by the Maryland General Assembly and signed into law by the governor (Chapter 105 of the Laws of Maryland of 1997). The law states that the program will be administered by the Interagency Committee on Public School Construction. Funding was provided for FY'98 in the amount of $4,350,000 and shall be provided for each of the next four years, consistent with Section 29 of the law.

The formula that formed the basis for the specific allocations is presented on Exhibits C and D. The pre-1960 square footage in each school system and Statewide was utilized in the formula as described on Exhibit C - Aging School Program (methodology). The percentage figures and allocations were initially developed for an anticipated $7 million and $10 million budget and are shown in Exhibit D. The figures for the $7 million program was reduced in half and then an adjustment was made for the one jurisdiction with over 20% of the pre-1960 square footage.

The Board of Public Works at their meeting on May 21, 1997 approved a revision to the R.R.& P to authorize the Interagency Committee on School Construction (IAC) to approve projects and approve funding for Aging School Program projects. At that same meeting they approved the allocations as set forth in Chapter 105. The allocations approved by the BPW are shown on Exhibit E. A list of the types of projects eligible and the types of IAC staff reviews required are shown on Exhibit F.

Administrative procedures were distributed on May 23, 1997. The procedures indicate that State funds for approved projects are available July 1 of each fiscal year. Each school system was informed that applications could be submitted on or after June 2, 1997 (as previously announced with the distribution of the draft of the proposed procedures and submittal requirements). The minimum total project cost for State funding is $5,000 with the maximum not to exceed the allocation for the school system for the fiscal year.

As of November 20, 1997 applications have been received from sixteen (16) school systems and 102 projects have been approved for a total State cost of approximately $3.5 million. The balance of the project submissions are anticipated within the next 30 days but could be submitted during the second half of the fiscal year and still be eligible for the State funds allocated.

Exhibit C

AGING SCHOOL PROGRAM (METHODOLOGY)

- The total square footage for each of the 24 school systems as of April 1995 was taken from our Facility Inventory data for "adjusted square footage." These "adjusted square footage" figures recognize renovations completed after the original date of construction of the school or additions which were subsequently renovated. This is shown in column 1.

- The "adjusted square footage" for each of the 24 school systems that was constructed prior to 1960 (but not renovated as of 4/95) was determined and entered in column 2.

- A calculation was made to determine what percentage of each of the 24 school system's total square footage is in the pre-1960 category. This is entered in column 3.

- Another calculation was made which first subtracted the pre-1960 square footage for Baltimore City and then determined the percentage of pre-1960 square footage for each school system as part of the State total of pre-1960 square footage (excluding Baltimore City). This is shown in column 4.

- The following method was used to establish the specific allocations shown in column 5.

  (a) Those school systems with 00% of the State's pre-1960 square footage (column 4) received a minimum allocation of $50,000 (7 @ $50,000 = $350,000).

  (b) Those school systems with 1% of the State's pre-1960 square footage (column 4) received an allocation of $70,000 which is 1% of $7,000,000 (5 @ $70,000 = $350,000).

  (c) A preliminary allocation was then established for Baltimore City in the amount of $300,000 which is not based on any formula, but recognizes the need for financial assistance for their aging infrastructure, as a minimum but substantive figure. After proceeding through the calculations in step (d) the City figure was finalized at $240,000.

  (d) The percentages shown in column 4 for the remaining school systems were examined. Any school system that had 20% or more of the total square footage for the school system in pre-1960 square footage (column 3) received a bonus of 1% (except Baltimore City). This was added to 6 school systems. This percentage was then applied against the $6 million balance (after subtracting a, b, and c above). These figures are shown in column 5.

Exhibit D

PROPOSED DISTRIBUTION OF CAPITAL FUNDS
AGING SCHOOL PROGRAM

LEA	Total (1)	Pre 1960 (1)	% Pre 1960/ LEA	% LEA Pre 1960/ Pre 1960 Total	$7 Million ($000 omitted)	$10 Million ($000 omitted)
ALLEGANY	1.920,184	570.541	30%	4% + 1%	$300	$430
ANNE ARUNDEL	10,853,113	1,009,838	9%	8%	480	680
BALTIMORE CO	14,274,362	3,835,317	27%	29% +1%	1.800	2.560
CALVERT	1,247,885	54,925	4%	0%	50	70
CAROLINE	781,677	85,980	11%	1%	70	100
CARROLL	3.136.412	636,537	20%	5% + 1%	360	500
CECIL	1,795.148	463,669	26%	4% + 1%	300	430
CHARLES	2.636,108	37,851	1%	0%	50	70
DORCHESTER	787,087	30,332	4%	0%	50	70
FREDERICK	3.955.392	98.533	2%	1%	70	100
GARRETT	745,359	90,687	12%	1%	70	100
HARFORD	4,698.532	796.725	17%	6%	360	500
HOWARD	4.589.374	22.500	0%	0%	50	70
KENT	536,108	48,412	9%	0%	50	70
MONTGOMERY	16.333,415	2,275,352	14%	17%	1,020	1.440
PRINCE GEORGE'S	15.472.379	1.882.604	12%	14%	840	1.200
QUEEN ANNE'S	695.130	106.303	15%	1%	70	100
ST. MARY'S	1.698.942	177,534	10%	1%	70	100
SOMERSET	574,950		0%	0%	50	70
TALBOT	649.498	171.212	26%	1% + 1%	120	180
WASHINGTON	2.861,588	358.645	13%	3%	180	250
WICOMICO	1.862.700	477,622	26%	4% + 1%	300	430
WORCESTER	950,088	8,702	1%	0%	50	70
BALTIMORE CITY	18.931.474	4,995,851	26%	0%	240	410
Total	111.986.905	13,239.821			$7,000	$10.000

(1) All figures are gross square footages based upon adjusted age
PSCP Facility Inventory (4/95)

Exhibit E

AGING SCHOOL PROGRAM

Chapter 105 of the Laws of Maryland of 1997

Section 29-1 Grants Contingent Upon Funding

(c) Aging School Program

The following funds shall be provided for the Aging School Program, which shall be administered by the Interagency Committee on Public School Construction, beginning with the Fiscal Year 1998 State budget:

LEA	STATE ALLOCATION
Allegany	$ 150,000
Anne Arundel	240,000
Baltimore City	120,000
Baltimore	1,750,000
Calvert	25,000
Caroline	35,000
Carroll	180,000
Cecil	150,000
Charles	25,000
Dorchester	25,000
Frederick	35,000
Garrett	35,000
Harford	180,000
Howard	25,000
Kent	25,000
Montgomery	510,000
Prince George's	420,000
Queen Anne's	35,000
St. Mary's	35,000
Somerset	25,000
Talbot	60,000
Washington	90,000
Wicomico	150,000
Worcester	25,000
TOTAL	$4,350,000

Exhibit F

ELIGIBLE PROJECTS/EXPENDITURES AND REQUIRED PROJECT APPROVALS

- **All projects require State review, approval and the assignment of a PSC/ASP number.**
- **Any project with a total cost of $100,000 or more requires State approval of the contract award prior to proceeding.**

	NOTES
ADA accessibility (interior/exterior)	(3)
Asbestos and/or lead paint removal/abatement	(4)
Bleacher repair and/or replacement (interior only)	(4)
Building renovations (interior/exterior)	(2)
Carpeting (installation/replacement)	(4)
Ceilings (installation/replacement)	(4)
Communication systems (telephone and/or public address)	(4)
Consumer Science/Family Life facilities	(1)
Doors and/or windows (interior/exterior)	(3)
Electrical systems	(3)
Elevators	(3)
Energy conservation projects	(3)
Fire protection systems and/or components (alarms and/or sprinklers)	(3)
Flooring materials (repair, replace and/or refinish)	(4)
Folding partitions (installation/replacement)	(4)
Heating, ventilating, air conditioning systems and/or components	(3)
Lighting systems and/or components	(3)
Masonry work and/or repointing	(4)
Painting (interior/exterior)	(4)
Plumbing, water, and/or sewer lines and fixtures	(4)
Prekindergarten facilities	(1)
Renovation projects (related to educational programs/services)	(1)
Roofing systems and/or components	(3)
Science facilities (middle or high school)	(1)
Site redevelopment	(3)
Technology Education facilities	(1)
Underground fuel tanks (remove and/or replace)	(4)
Wiring schools for technology (voice, video, & data)	(3)

NOTES:

(1) The following submittals are required: an abbreviated educational specification, schematic drawings, design development document and construction document.

(2) The following submittals are required: design development document and construction document.

(3) The following submittal is required: construction document.

(4) There are no submissions required after the project is assigned a PSC/ASP number.

ADDITIONAL NOTE: Other projects will be reviewed for eligibility on a case-by-case basis, and required submittals will be specified.

SUPPLEMENTAL AGING SCHOOL PROGRAM

During the past several months, there has been some discussion regarding the need for additional funding for Aging School Program projects. In an effort to support this program's objectives, a Supplemental Aging School Program proposal was developed. This proposal is in addition to the required funding levels specified in SB 795 which provides $ 4,350,000.

This proposal would provide an additional $6,020,000 for the Supplemental Aging School Program which would also be administered by the Interagency Committee on School Construction. The first year of this additional allocation would be FY 1999.

The pre-1960 square footage was again utilized to establish the allocation for each school system. The methodology is described on Exhibit G and the proposed allocation derived from the methodology is shown on Exhibit H (includes some rounding).

If both Aging School Program allocations are approved for FY 1999 the State funds provided to the twenty-four (24) school systems would total $10,370,000.

Exhibit G

SUPPLEMENTAL

AGING SCHOOL PROGRAM (METHODOLOGY)

- The total square footage for each of the 24 school systems as of April 1995 was taken from our Facility Inventory data for "adjusted square footage." These "adjusted square footage" figures recognize renovations completed after the original date of construction of the school or additions which were subsequently renovated. This is shown in column 1.

- The "adjusted square footage" for each of the 24 school systems that was constructed prior to 1960 (but not renovated as of 4/95) was determined and entered in column 2.

- A calculation was made to determine what percentage of each of the 24 school system's total square footage is in the pre-1960 category. This is entered in column 3.

- Another calculation was made to determine the percentage of pre-1960 square footage for each school system as part of the State total of pre-1960 square footage. This is shown in column 4.

- The following method was used to establish the specific allocations shown in column 5.

  (a) Those school systems with 00% of the State's pre-1960 square footage (column 4) received a minimum allocation of $40,000 (7 @ $40,000 = $280,000).

  (b) Those school systems with 1% of the State's pre-1960 square footage (column 4) received an allocation of $50,000 (5 @ $50,000 = $250,000).

  (c) The percentages shown in column 4 for the remaining school systems were examined. Any school system that had 20% or more of the total square footage for the school system in pre-1960 square footage (column 3) received a bonus of .7%. This was added to 7 school systems. The percentage shown was then applied against the $5,470,000 balance (after subtracting a and b above). These figures are shown in column 5.

Exhibit H

SUPPLEMENTAL
AGING SCHOOL PROGRAM

LEA	Total (1)	Pre 1960 (1)	% Pre 1960/ LEA	% LEA Pre 1960/ Pre 1960 Total	$6 Million ($000 omitted)
ALLEGANY	1,920,184	570,541	30%	3% + .7%	$205
ANNE ARUNDEL	10,853,113	1,009,838	9%	6%	330
BALTIMORE CO	14,274,362	3,835,317	27%	21% +.7%	1,190
CALVERT	1,247,885	54,925	4%	0%	40
CAROLINE	781,677	85,980	11%	1%	50
CARROLL	3,136,412	636,537	20%	3% + .7%	205
CECIL	1,795,148	463,669	26%	3% + .7%	205
CHARLES	2,636,108	37,851	1%	0%	40
DORCHESTER	787,087	30,332	4%	0%	40
FREDERICK	3,955,392	98,533	2%	1%	50
GARRETT	745,359	90,687	12%	1%	50
HARFORD	4,698,532	796,725	17%	4%	220
HOWARD	4,589,374	22,500	0%	0%	40
KENT	536,108	48,412	9%	0%	40
MONTGOMERY	16,333,415	2,275,352	14%	12%	660
PRINCE GEORGE'S	15,472,379	1,882,604	12%	10%	550
QUEEN ANNE'S	695,130	106,303	15%	1%	50
ST. MARY'S	1,698,942	177,534	10%	1%	50
SOMERSET	574,950		0%	0%	40
TALBOT	649,498	171,212	26%	1% + .7%	95
WASHINGTON	2,861,588	358,645	13%	2%	110
WICOMICO	1,862,700	477,622	26%	3% + .7%	205
WORCESTER	950,088	8,702	1%	0%	40
BALTIMORE CITY	18,931,474	4,995,851	26%	27% + .7%	1,515
Total	111,986,905	18,235,672			$6,020

(1) All figures are gross square footages based upon adjusted age
PSCP Facility Inventory (4/95)

Public School Construction Funding and Allocation Process

Presented to the Subcommittee on Funding Equity
November 25, 1997

Department of Legislative Services
Office of Policy Analysis

Background

- The Public School Construction Program was established in 1971

- Board of Public Works (BPW) is the final authority

- Interagency Committee on School Construction administers the public school construction program for the Board of Public Works. The State Superintendent of Schools is Chairman of the Interagency Committee (IAC), with the Secretary of General Services and the Director of the Office of Planning

- For fiscal 1998, the IAC's operating budget is $529,251, including 9.6 permanent positions. MSDE, the Office of Planning, and DGS also lend staff (8 full-time equivalents in FY98)

School Construction Calendar

September

- Governor provides IAC with tentative school construction budget amount ($141 million in FY 99)
- School systems advised of total Statewide budget for school construction and given initial budget figure for requests

October

- Governor provides preliminary allocation of capital budget to legislature, including allocation for school construction
- Local education agencies (LEAs) must submit a one and five year Capital Improvement Program (CIP) for school construction to the IAC
- IAC staff review local programs

November

- Staff recommendations on projects are made to the IAC and provided to jurisdictions, including funding allocations for a portion of the total amount proposed for school construction

December

- CIP must be approved by the local government by December 7 to be considered by IAC
- IAC hears local appeals on IAC staff recommendations and recommends capital improvement program to the Board of Public Works

January

- Board of Public Works hears LEA appeals for additional projects and approves the initial allocations based on IAC's recommendation

- Governor submits capital budget to General Assembly

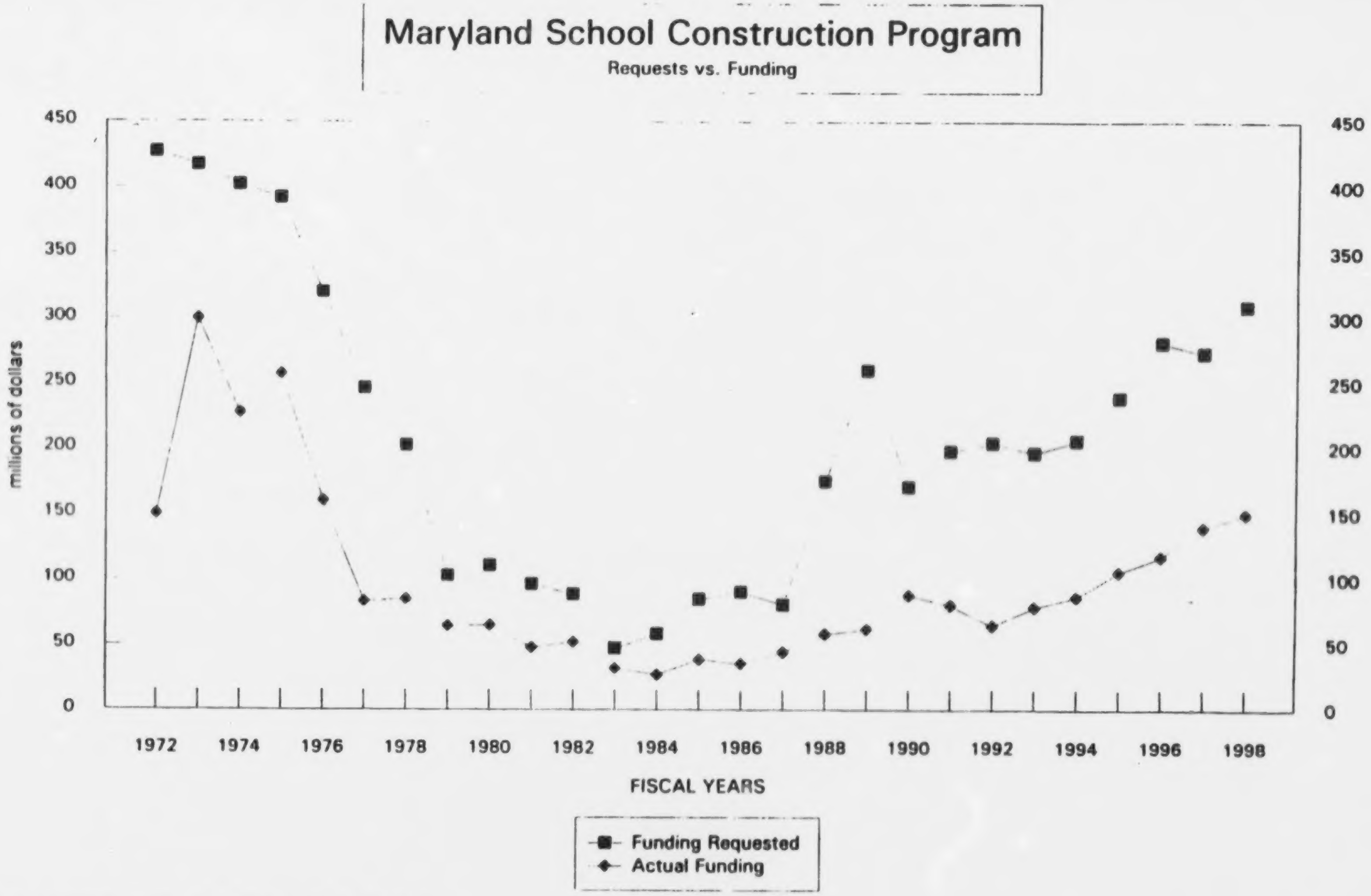
April

- General Assembly approves capital budget, which may include additional funds for school construction

- IAC informally advises Governor and Board of Public Works on allocation of remaining funds

May

- Final allocations of unallocated funds are made by the Board of Public Works



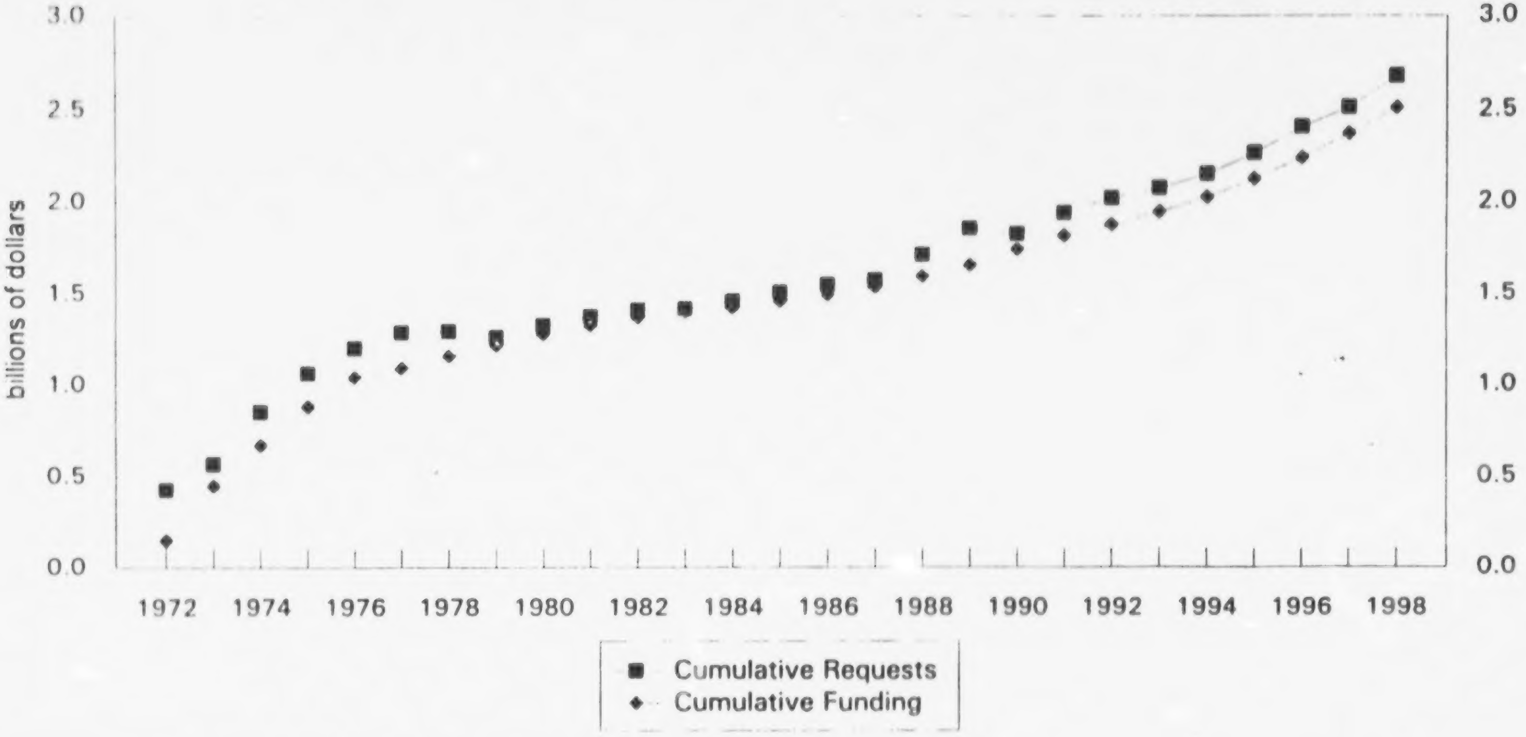
Maryland School Construction Program

Requests vs. Funding

Prepared by: Department of Legislative Services
Date: November 14, 1997

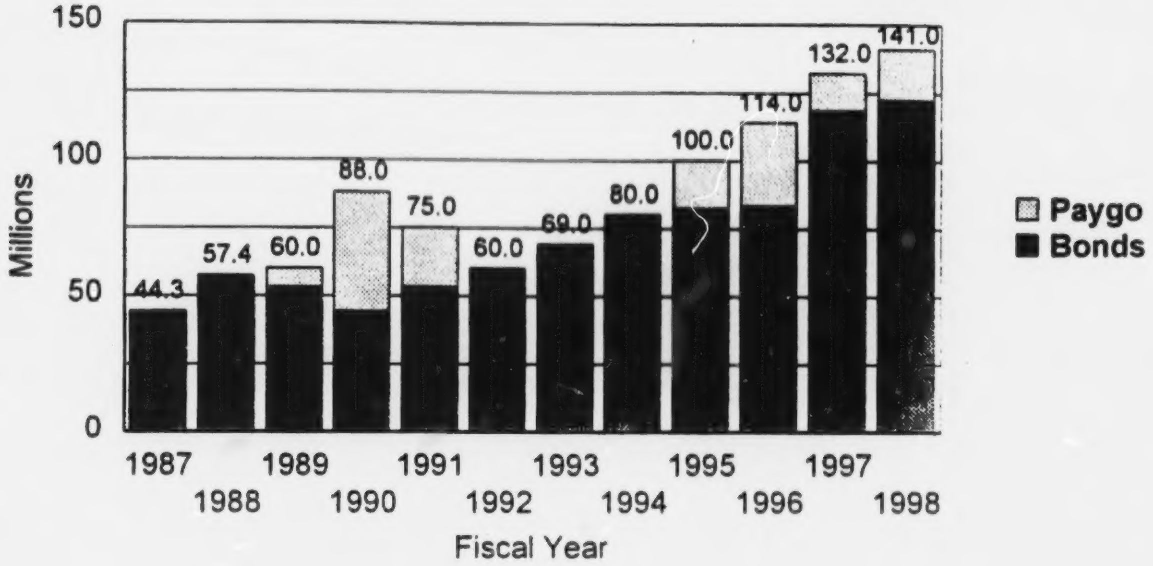
Maryland School Construction Program

Cumulative Requests vs. Funding



Prepared by: Department of Legislative Services
Date: November 14, 1997

Public School Construction
Funding Composition: Bonds v. Paygo



Fiscal	Bonds	Paygo	Total
1987	$44.3	$0.0	$44.3
1988	57.4	0.0	57.4
1989	53.0	7.0	60.0
1990	44.0	43.7	87.7
1991	53.0	21.5	74.5
1992	60.0	0.0	60.0
1993	69.0	0.0	69.0
1994	80.0	0.0	80.0
1995	82.0	18.0	100.0
1996	83.0	31.0	114.0
1997	118.0	14.0	132.0
1998	122.0	19.0	141.0
Total	$865.7	$154.2	$1,019.9

Source: DBM (Capital Improvements Authorized by the General Assembly)

Summary of Allocations for the Public School Construction Program
$ in thousands

Fiscal Year	Preliminary Program (Dec)	Allocated by BPW (Jan)	% Allocated by BPW (Jan)	Funds Unallocated	Additional Funds (Apr)	Additional Allocated by BPW (May)	Total Program	% of Total Allocated in Jan	% of Total Allocated in May
1984	27,087	26,635	98.3%	452	0	452	27,087	98.3%	1.7%
1985	38,776	38,776	100.0%	0	0	0	38,776	100.0%	0.0%
1986	26,614	26,614	100.0%	0	8,600	8,600	35,214	75.6%	24.4%
1987	35,000	35,000	100.0%	0	9,300	9,300	44,300	79.0%	21.0%
1988	42,297	42,297	100.0%	0	15,900	15,900	58,197	72.7%	27.3%
1989	61,652	56,814	92.2%	4,838	0	4,838	61,652	92.2%	7.8%
1990	60,000	54,404	90.7%	5,596	28,000	33,596	88,000	61.8%	38.2%
1991	65,178	46,931	72.0%	18,247	15,292	33,539	80,470	58.3%	41.7%
1992	57,700	45,767	79.3%	11,933	7,000	18,933	64,700	70.7%	29.3%
1993	66,500	43,524	65.4%	22,976	12,500	35,476	79,000	55.1%	44.9%
1994	67,000	47,188	70.4%	19,812	20,000	39,812	87,000	54.2%	45.8%
1995	81,000	42,318	52.2%	38,682	27,000	65,682	108,000	39.2%	60.8%
1996	83,500	74,025	88.7%	9,475	34,500	43,975	118,000	62.7%	37.3%
1997	125,000	71,788	57.4%	53,212	15,200	68,412	140,200	51.2%	48.8%
1998	128,000	72,496	56.6%	55,504	22,300	77,804	150,300	48.2%	51.8%
		1984-1989 avg	98.4%					86.3%	13.7%
		1990-1998 avg	70.3%					55.7%	44.3%
		1984-1998 avg	81.6%					71.0%	32.0%

Department of Legislative Services, Office of Policy Analysis, November 1997

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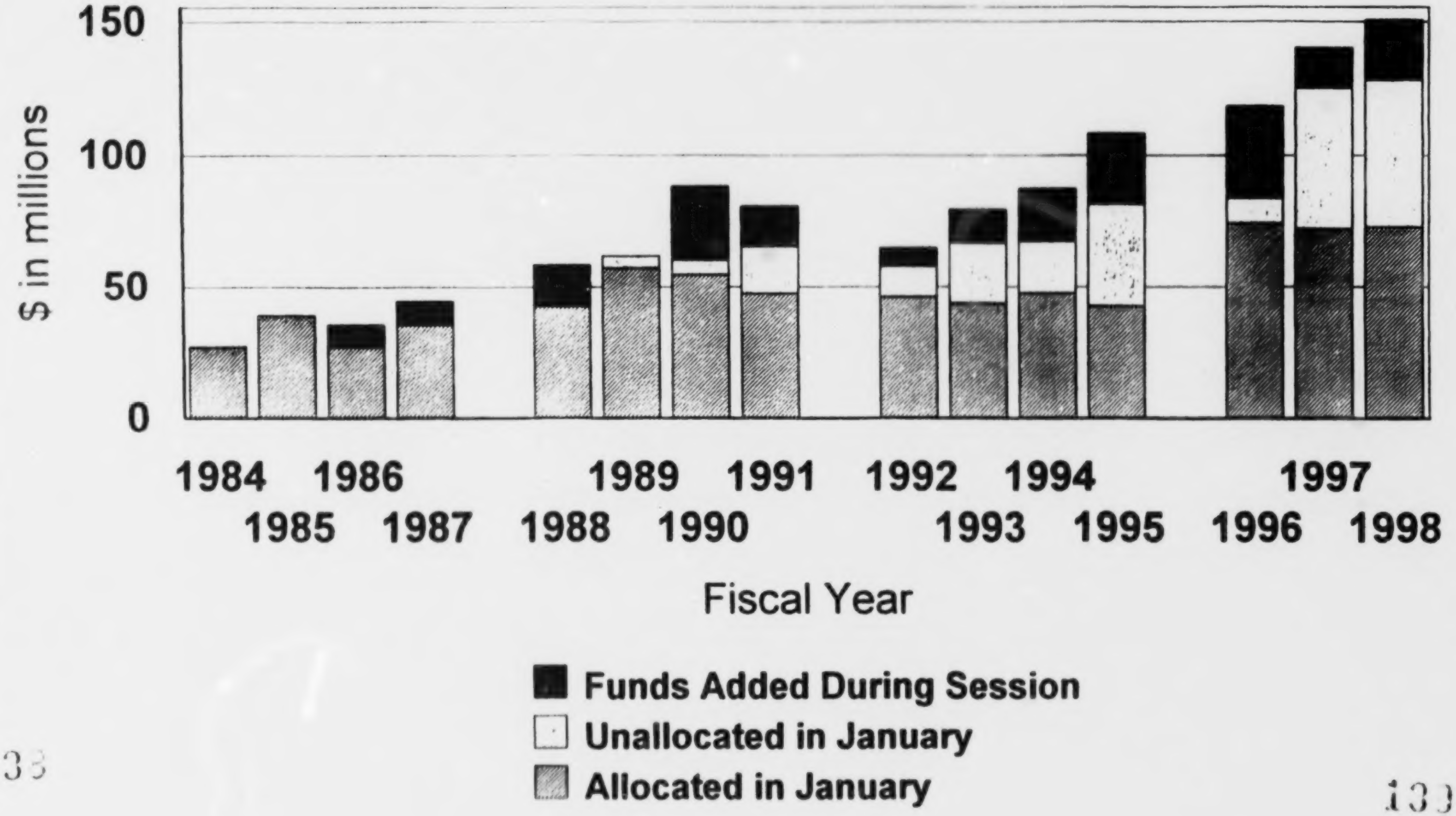
Public School Construction

Allocated, Unallocated, Additional Funds



Department of Legislative Services, Office of Policy Analysis, November 1997

Actions to Increase Legislative Oversight

Limitations on Total Allocation

- Capital Debt Affordability Committee (Bonds Only)
- Spending Affordability Committee (Bonds and PayGo)

Allocation of Funds

- Establish a strict formula for allocating funds
- Legislate priorities and guidelines for project approvals
- Appropriate for specific projects instead of on a lump sum basis in the capital budget
- Provide legislative intent in capital budget for allocation of school construction funds
- Require IAC/BPW to allocate more of Governor's proposed budget in January (70-75%)
- Require IAC to formally meet in spring to recommend allocation of remaining funds to BPW
- Provide for LPC review of post session IAC recommendations

MARYLAND PARTNERSHIPS IN EDUCATION
An Abbreviated Compilation

Prepared by : Darla Strouse, Director of Partnerships
Maryland State Department of Education
September 9, 1997

BACKGROUND

The varieties of business and other education partnerships in Maryland affirm that education is at the top of the State's agenda as a preeminent issue. The participation of the business community has developed so widely and deeply that now it is almost assumed and many policies adopted bear the mark of business interests in clear standards and accountability. There is an unprecedented range of business engagement with education. Interest has extended from an original narrow concern with skills needed to produce employable citizens to wide-ranging concerns for the preparation, recruitment, pay, and treatment of teachers, and for improvement in the ways in which schools are organized, managed, and financed. Business collaboratives are now working with educators in yet another level- the restructuring of schools and reorganization of education systems.

GENERAL STATEMENTS AND PARTNERSHIP IMPLICATIONS
(Information based on formal and informal surveys.)

Local school systems in Maryland feel that their school business partnerships have greatly contributed to educational resources and school improvement.

The participation of teachers in public private collabborative es has expanded their roles, increased their self-esteem, and provided for professional growth.

School business partnerships are often easier to forge at the secondary school level since it is easier for both partners to understand the mutual advantages.

Companies in the utilities; electronic high technology; and banking, insurance, and financial services sectors are significantly more likely to form partnerships with schools or school districts.

Partnerships that are most prevalent focus on student development of employability skills and or specific job skills and experience. In addition, large companies most often identify involvement in subject teaching and tutoring and as advisors and curriculum developers

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PARTNERSHIPS - A SAMPLING OF STATE, LOCAL SCHOOL SYSTEM, AND INDIVIDUAL SCHOOL MODELS

This abbreviated listing of partnerships was generated by state records of partnership activities and with the input of local school system partnership directors in Maryland. In formal and informal surveys and discussions with corporate and other partners, the following issues were identified as key in school improvement: financing, curriculum, and the organization, management, and work force of schools. With those priorities in mind, this listing of partnership models reflects collaborative programs in the three major areas of *funding, programmatic participation, and policy making*. Partnership models at the state, school system, and individual school level are included to show the diversity of effort and programs. Partnership contributer categories include: corporations, government, military groups, foundations, media, higher education, associations, and labor. In addition, small, medium and large scale partnerships are described to give a more complete and true picture of the State's partnerships resources. Dollar values attributed to partnerships are given only where those figures are part of published descriptions by partners.

The partnerships listed here are exclusive of those generated by the *Maryland Business Roundtable* which are covered separately.

STATEWIDE/ REGIONAL PARTNERSHIPS

Bell Atlantic-Maryland in partnership with the Governor's Office, the Maryland State Department of Education, Maryland Local School Systems with emphasis on Baltimore County Public Schools - *Varied Programs* - In addition to a corporate commitment of nearly $500,000 per year to education programs, Bell Atlantic is the lead corporate partner in *Logan Online*, which equipped Logan Elementary School and the homes of third graders with personal computers, ISDN telecommunications service, e-mail and Internet capabilities. The $1.6 million investment sets up a 21st century learning model for statewide technology planning. Bell Atlantic-Maryland volunteers and Pioneers also support MD Net Weekend as well as the purchase and donation of more than 53,000 books for elementary school students. Pioneers have donated thousands of hours to reading to children across the State.

Metropolitan Baltimore Council of AFL-CIO Unions and the Maryland State Department of Education - *LEAP* - The Labor Education Achievement Program, an adult literacy services partnership has to date served over 4,000 members of the AFL-CIO in Baltimore City and six surrounding counties. Co-directed by AFL-CIO and MSDE the program has existed for eight years and was generated through competitive federal workplace literacy grants in excess of $2 ½ million dollars.

The Maryland State Department of Education, the Maryland Higher Education Commission, and the University of Maryland System - *Maryland Partnership for Teaching and Learning K-16* - This partnership develops strategies for strengthening K-16 connections, standards, competencies, assessments, professional development of educators, and community engagement in educational activities.

Family Education Company / AT&T / and the Maryland State Department of Education - *The Family-School Connect* - Supported by a $500,000 grant by AT&T and in partnership with The Family Education Company of Boston, all of Maryland's schools have been granted free family education web site development and on-going maintenance. The award winning *Family Education Network* provides on-line opportunities for parents to gain important local school as well as national education information.

Maryland Public Television (MPT) / the Maryland State Department of Education / The Maryland Business Roundtable Foundation (MBRT) - *Maryland's Teacher of Year Program* - MPT's live television production is in its seventh year with production underwriting valued at over $350,000. The MBRT Foundation underwrites all program costs and works in partnership with MSDE in administering the program.

The AT&T Learning Network, the Maryland State Department of Education, and the Office of the Governor - Over the past year, AT&T has contributed more than $1 million in services, equipment, cash and people resources to public schools and selected teacher-training institutions throughout the State. Several examples of partnership include sponsorship of Maryland NetWeekend, funding for the purchase of over $200,000 worth of computers in Maryland schools, scholarships, the establishment of an AT&T Learning Network Academy for teacher training, and sponsorship of Maryland's Blue Ribbon and Sister Schools Programs.

United Parcel Service / Montgomery, Howard, Prince George's Anne Arundel and Baltimore County Career Connections Divisions - For the past four years, UPS has worked in this collaborative which also includes five community colleges. The program enables students to work at UPS and participate in on-site, tuition paid, business management college courses designed for high school students. The program links school-based, work-based and post secondary education. UPS has also just started their Management Academy. High school seniors and college freshmen may apply to this four week management training which prepares them for leadership positions at UPS.

Johns Hopkins University, the Maryland State Department of Education and the Fund for Educational Excellence - *Partnership 2000* - Maryland has become the "learning laboratory" for this national parent involvement program which began in Baltimore City in 1995. Over 250 Maryland schools from Baltimore City and Baltimore, Calvert, Carroll, Cecil, Howard, Montgomery and Worcester counties participate.. Network

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schools receive training in parenting and communication skills, volunteering, learning at home, educational decision-making, and building community partnerships.

National Cristina Foundation, Social Security Administration, Department of General Services, the Maryland State Agency for Surplus Property, and the Maryland State Department of Education, et al. - *The Phoenix Computer Recycling Project* - Over the last five years, over $45 million dollars worth of computers, software and peripherals have been donated free to disadvantaged schools and school systems in Maryland. The partnership members have donated a free repair building facility, a storage warehouse, materials pick-up van, volunteers, technical consultants, and thousands of computers, software and other related goods.

Citicorps Credit Services, Inc.and the Washington County Public Schools - Citicorps provides personnel to assist in the implementation of School to Careers in the county. They have donated key staff as consultants in numerous county programs including curriculum development and revision. Numerous employees have been dedicated by the company to present a two-hour training program about decision-making to all middle schools in Washington County.

Military Partnerships with the Maryland State Department of Education and Local School Systems - The United States Army Recruiting Command supports career planning through its *Planning for Life Recognition Program* which honors and provides incentives for schools and school districts for their career planning programs. Army volunteers work in Maryland's computer recycling program, act as substitute teachers in many high schools throughout the State to free up teachers for staff development programs, lead numerous drug prevention programs and seminars, and act as mentors in schools throughout the State. Army Intelligence at Ft. Meade works directly with many schools in mentoring and adopt-a-school activities. U.S. Naval District Washington has numerous partnerships with Maryland schools offering tutoring, mentoring, field trips, escorts and literacy programs. They have a *Hands On Science Outreach Program* which support MSPAP, have donated computers, surplus lab equipment, an automated weather station and they offer free performances by the U.S. Navy Band as part of the *Music in the Schools* Program. The *Top Honors Program* recognizes high achieving students. *Educator Orientation Visits* allow educators to attend Navy training at work sites to enhance an understanding of the world of varied careers.

Maryland's School to Work & Careers Initiative - Through a $25 million four year grant, the Maryland State Department of Education is supporting the statewide development of partnerships of local schools and employers. Over $6 million in school-to-careers grants has already been awarded to local labor market teams which are integrating education reform with workforce economic development. The partnerships of more than 100 employers have also identified nine key *career clusters* which are based on Maryland's unique employment needs and are guiding focused learning in Maryland high schools.

These are: consumer service, hospitality and tourism; business management and finance; manufacturing, engineering technology; environmental, agricultural and natural resources; health and biosciences; arts, media, and communication; transportation and technologies; human resource services; and construction and development.

SCHOOL SYSTEM PARTNERSHIPS

Montgomery SUCCESS, Inc. /Montgomery County Public Schools - Montgomery SUCCESS, Inc., a recent winner of the JC Penny Award, is a nonprofit corporation of business and educational leaders that furthers and expands the efforts of the former Corporate Partnership on Managerial Excellence which consisted of 16 major regional and national corporations in Montgomery County. The Partnership examined school system operations and made significant recommendations on how the school system should operate more efficiently to sustain its high quality of education. Many of the recommendations were operationalized including the Office of Global Access. Improvement areas now being addressed include: communications, mid-management/ strategic planning effectiveness, finances, process improvement and staff development.

Montgomery Education Connection / Montgomery County Public Schools - This nonprofit foundation was established in 1984 by county business leaders committed to supporting the school system. One of its chief outreach efforts is the Connection Resource Bank, a database of more than 5,200 volunteer experts who serve as speakers, tutors, consultants, or mentors. These volunteers have served over 370,000 students. The Resource Bank also provides instructional materials, sites for field trips and surplus equipment to schools.

Baltimore Chapter of Associated Builders & Contractors, Inc. (ABC) / Baltimore County Public Schools - Students in area high schools are registered as apprentices in the construction trades and instructors are certified by the industry to teach the industry curriculum. Students achieving set competencies are employed as apprentices in the summer between their junior and senior year. They continue to work during their senior year and graduate with one year of apprenticeship credit toward their four-year journeyperson's license.

The Greater Baltimore Committee / Baltimore City Public Schools - The Greater Baltimore Committee facilitates over 300 member partnerships in Baltimore City. The range of collaboration is very wide and ranges from systemic reform programs to adopt-a-school. Several examples follow: USF&G works with eight elementary, middle, and high schools supporting the Baltimore Academies, tutoring, mentoring, job shadowing, donating computers and other equipment, preparing students for the SAT, and offering college visitation grants. BG&E supports numerous programs but has in the last 3 years emphasized early childhood initiatives. Over $1.2 million in grants have been given to seven early childhood development programs in the City. This program mandates the

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development of partnerships supporting parent involvement, academic achievement, literacy, etc.

The Prince George's County Chamber of Commerce / Prince George's County Public Schools - Significant programs include a county-wide *Education Forum* sponsored by the Chamber and the *Business To Business Phone-A-Thon* in which business members call chamber colleagues asking that they become active partners with their local schools. The Chamber members also allow their employees one paid day per year to volunteer in a school of their choice.

Plamondon Enterprises, Inc. and Frederick County Public Schools - Plamondon provides liaisons between education and work. Currently, 253 students throughout the county are employed at eight different locations. With job placement, continuing education, and other training assistance as priorities, the company has given over $75,000 to students for tuition reimbursement. Over 30 students have advanced to leadership positions at the firm and they have provided internship programs at area colleges as well.

N.A.S.A /Lockheed Martin/ Goddard Alliance - Staff development, science and technology internships, sponsorship of summer programs, and a myriad of special projects are offered through partnerships with Prince George's, Montgomery, Howard, and several other local school systems.

Klein's Supermarkets / Harford County Public Schools - Over $100,000 in goods and services has been donated to schools throughout the county. Klein's sponsors yearbooks, newsletters, field trips and individual school projects for most of the county schools. Last year, it donated to schools $91,000 from its cash register receipts for equipment program.

Harford Mutual Insurance / Harford County Public Schools - Grants and consultants have been donated for early childhood education programs and toward curriculum development.

Upper Chesapeake Health System / Harford County Public Schools - Harford's hospital provider sponsors county-wide free vaccinations through *The Super Shots* program. Employee consultants worked with educators to develop *THE HEALTHY HARFORD CURRICULUM AND DRUG PREVENTION PROGRAM* and also contributed as volunteers for the Net Weekend wiring of county schools.

Queen Anne's County Chamber of Commerce / Queen Anne's County Public Schools - Through the work of eight Chamber subcommittees, the following accomplishments have taken place: support and management of an on-going *Americans for a Competitive Enterprise System (ACES) program* which introduces county teachers to business models in their area; the development of an *Ambassador Program* which reverses the learning for business members and places them in schools for the day; adult mentoring programs with business mentors placed in each middle school; the development of a *Management*

Academy Program; student incentive gifts and awards, job fair underwriting, internships, and college scholarships.

The Baltimore Symphony Orchestra / Baltimore City and Baltimore County Public Schools - *Arts Excel* - This program brings together partners from twelve area schools who plan ways to expand the arts in schools. The development of new instructional strategies and curriculum are some of the important results of this partnership.

The Peabody Institute / the Maryland Institute College of Art / and Baltimore City Public Schools - This partnership provides instruction for students and professional development opportunities for teachers.

Baltimore Gas Electric (BGE) and Baltimore County Public Schools (BCPS) - This partnership engaged BGE employees and BCPS science and math specialists and teachers in the writing of a new "energy" curriculum. Full funding for a conference on the new curriculum was also underwritten by BGE.

INDIVIDUAL SCHOOL PARTNERSHIPS

Nestle USA and Glenridge Elementary in Prince George's County - This adopt-a-school partnership is one of 100 national Nestle partnerships. Employees support an extensive pen pals program, book fairs, mentoring, the purchase of books for students and read-a-thons, an in-school speakers' bureau and recognition events. Nestle employees are part of the School Improvement Team and assist in its strategic plans for school improvement.

Martin's Caterers and Riverview Elementary and Lansdowne Middle Schools in Baltimore County - The annual retail contribution of this unique partnership supporting high achievement is $180,000 per year. Martin's provides incentives and rewards for student improvement and academic achievement through field trips and monthly banquets at Martin's West, an elegant entertainment facility. Over a thousand students participate in these banquets each month. This partnership began ten years ago with Riverview and the feeder middle was more recently added. There is formal and informal evidence of significant student improvement as a result of this partnership.

Roofers Incorporated and the Occupational Skills Training Center in Baltimore - This company has assisted with the implementation of a commercial roofing worker training program for inmates. Roofers Incorporated has provided extensive input on the course design, and donated equipment and materials. In addition, the company provides a near guarantee of post release employment to successful graduates.

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The City of Bowie / The Bowie Chamber of Commerce and a cluster of 13 Schools in Prince George's County - Many activities and donations have occurred including an area education forum, wiring of schools in the cluster, donated equipment, and tutorial services. The cable tv member built a television production set at Bowie High School and will co-develop a series of productions with school faculty and students.

Allied Signal and Seneca Elementary in Baltimore County - This curriculum-based partnership matches engineers with 5th graders and involves instruction in robotics and rocket development. Engineers and teachers team teach and see significant achievement gains.

Northwest Hospital and Old Court Middle in Baltimore County - This partnership which is in its second year offers after school programming for middle school students. The hospital gives grants to support the 3 p.m. to 6 p.m. program and supplies volunteers and staff management. Structured afternoon activities include homework assistance, art, learning games, etc. All parents who have children participating in the program are required to volunteer one hour per month.

AAI and Kenwood High in Baltimore County - This partnership produced a business advisory council which worked with faculty and was instrumental in strategically analyzing school and staff development needs and implementing plans for improvement. As a result, significant gains have been noted in attendance and student achievement.

Dimensions Health Care and Fairmont Heights High in Prince George's County - A strong bio-tech program has developed with numerous students who are planning medical careers.

Smithsonian and High Schools in Prince George's and Montgomery Counties - The Smithsonian sponsors special interdisciplinary courses and classes relating art with history and writing.

Accountability in Education

Briefing Document

Presentation to the Task Force on
Education Funding Equity, Accountability, and Partnerships

September 9, 1997

Department of Legislative Services
Office of Policy Analysis

Annapolis, Maryland

Accountability In Education

- The State of Maryland has a two tiered educational system involving State and local government responsibilities for delivering education **(Exhibit 1)**. The State Board of Education and the Maryland State Department of Education have authority over general care and supervision of public elementary and secondary education. The local boards of education control education matters affecting the jurisdiction. County governments approve local school boards budgets and provide a significant share of the funding.

- Accountability in education encompasses two types of accountability:

  (1) inputs or measurements of education finances, community characteristics, student characteristics, and the number and qualifications of teachers; and

  (2) outputs or measures of student and teacher performance.

Financial Accountability

State Responsibilities for Financial Accountability

- The Education Article of the Annotated Code of Maryland sets forth the framework for financial accountability for elementary and secondary education **(Exhibit 2)**. The code directs the State Board to specify what information the county board, school official, and teacher is to record and requires that all financial accounts, including the budget and all education records, be recorded.

- There is a uniform system of reporting required by State law and enhanced by the State department's *Financial Reporting Manual* **(Exhibit 3 and 4)**. While each county may have their own budgeting and accounting structure, they **must** submit to the Maryland State Department of Education (MSDE) and their county governments a budget that conforms to the uniform system of reporting. Additionally, local education agencies are annually required to report current expenditure information in an annual financial report that conforms to the guidelines established in the manual.

- MSDE compiles the data submitted by the local boards of education on the annual financial reports **(Exhibit 5)**. The financial information is summarized in an annual report entitled Selected Financial Data Parts 1, 2, 3, and 4. However, MSDE does not allocate resources for a detailed analysis of the reported financial data.

Exhibit 1

Maryland's Two Tiers of Education Responsibilities

State Responsibilities

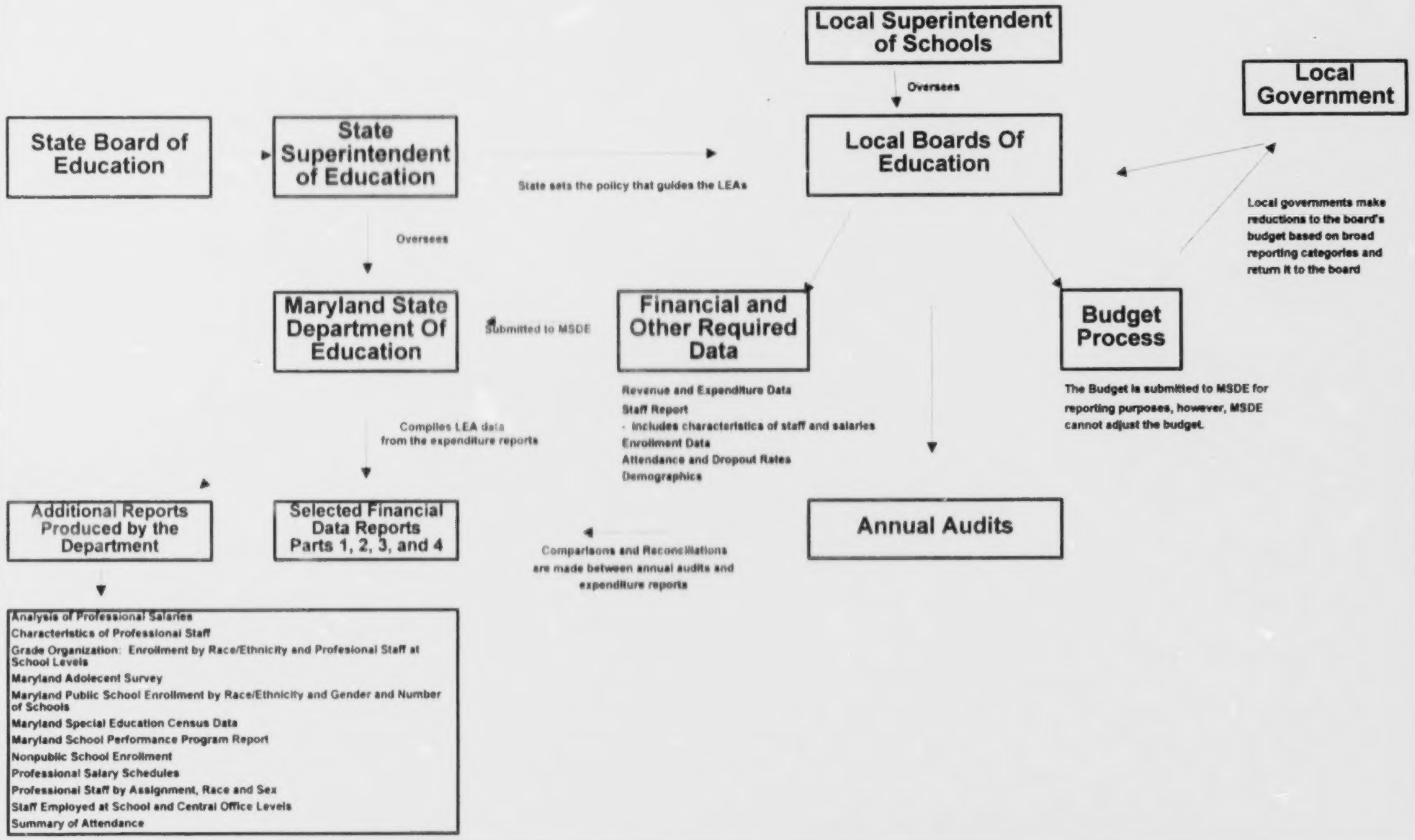
- Determine the Elementary and Secondary Education Policy in the State.
- Adopt bylaws, rules, and regulations for the administration of public schools.
- Determine information each county board, school official and teacher is to record including financial accounts, annual budget, and all education records.
- Determining major budget reporting categories.
- State Superintendent shall examine the expenditures, business methods and accounts of each LEA.
- MSDE requires the submission of a unrestricted fund expenditure report, a restricted fund expenditure report and a consolidated fund expenditure report.
- MSDE reviews and approves all restricted grant awards.
- MSDE compiles LEA reports and produces the State reports, *Selected Financial Data*.
- MSDE's audit office collects and reviews the independent audit reports that LEAs are required to undergo annually.

Local Responsibilities

- Subject to the Education Article and to the applicable bylaws, rules, and regulations of the State Board, determine the educational policies of the local school system.
- Maintain throughout its jurisdiction a reasonably uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children.
- Prepare an annual budget according to the major categories listed in the Education Article and required by the State Board of Education.
- Submit an annual school budget in writing to the County Commissioners, County Council, County Executive or Mayor and City Council of Baltimore City.
- Provide for an annual audit of the school boards financial transactions and accounts.
- Make reports required by the State Board and the State Superintendent.
- With the State Board, the State Superintendent, each local board shall implement a program of education accountability for the operation and management of the public schools.
- The local superintendent shall take the initiative in the preparation and presentation of the annual budget and seek to secure the adequate funds from local authorities.
- The county board shall prepare, publish, and make available to interested parties an annual report on the condition, current accomplishments and needs for improvement of the schools.
- County governments can request performance audits of a school board's operations.

Exhibit 2

Financial Accountability In Education



Local Superintendent of Schools

Oversees

Local Government

State Board of Education

State Superintendent of Education

State sets the policy that guides the LEAs

Local Boards Of Education

Local governments make reductions to the board's budget based on broad reporting categories and return it to the board

Oversees

Maryland State Department Of Education

Submitted to MSDE

Financial and Other Required Data

Budget Process

Revenue and Expenditure Data
Staff Report
- Includes characteristics of staff and salaries
Enrollment Data
Attendance and Dropout Rates
Demographics

The Budget is submitted to MSDE for reporting purposes, however, MSDE cannot adjust the budget.

Compiles LEA data from the expenditure reports

Additional Reports Produced by the Department

Selected Financial Data Reports Parts 1, 2, 3, and 4

Annual Audits

Comparisons and Reconciliations are made between annual audits and expenditure reports

Analysis of Professional Salaries
Characteristics of Professional Staff
Grade Organization: Enrollment by Race/Ethnicity and Profesional Staff at School Levels
Maryland Adolecent Survey
Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools
Maryland Special Education Census Data
Maryland School Performance Program Report
Nonpublic School Enrollment
Professional Salary Schedules
Professional Staff by Assignment, Race and Sex
Staff Employed at School and Central Office Levels
Summary of Attendance

Exhibit 3

Reporting Requirements for the Current Expense Fund

Budget

Revenues

Local Appropriations
Other Revenues Source
State Revenue
Federal Revenue

Expenditure Categories

Administration
Mid-level administration
- Office of the Principal
- Administration & Supervision

Instructional Salaries
Textbooks & Instructional Supplies
Other Instructional Costs
Special Education
Student Personnel Services
Health Services
Student Transportation
Operation of Plant
Maintenance of Plant
Fixed Charges
Food Service
Community Services
Capital Outlay

Expenditure Objects

Salaries and Wages
Contracted Services
Supplies and Materials
Other Charges
Equipment
Transfers

Exhibit 4

Reporting Requirements for the Current Expense Fund

Expenditure Reports

Revenues	Category	Program	Object	Subobject
Local Appropriations	**Administration**	General Support	Salaries and Wages	-
Other Revenues Source		Business Support	Contracted Services	Rent
State Revenue		Centralized Support		Independent Audit
Federal Revenue				Other Contracted
			Supplies and Materials	
			Other Charges	Other Purchased Services
				Miscellaneous
			Equipment	
			Transfers	Other
				Interfund
				Indirect Cost Recovery
	Mid-Level Administration			
	- Office of the Principal	Basic/Supplemental Programs	Salaries and Wages	
		Career & Technology Center	Contracted Services	Rent
	- Instructional Admin & Supervision	Regular Schools		Other Contracted
		Career & Technology Center	Supplies and Materials	Library Media
		Professional Media		Other Supplies
			Other Charges	Other Purchased Services
				Miscellaneous
			Equipment	
			Transfers	Maryland LEAs
				Other
	Instructional Salaries and Wages	Regular Programs	Salaries and Wages	Temporary/Substitutes
		Special Programs		Other
		Career and Technology Programs		
		School Library Media Programs		
		Staff/Curriculum Development		
		Guidance Services		
		Psychological Services		
		Adult Education		
	Instructional Textbooks and Supplies	Regular Programs	Supplies and Materials	Textbooks
		Special Programs		Library Books
		Career and Technology Programs		Other Supplies and Materials
		School Library Media Programs		
		Staff/Curriculum Development		
		Guidance Services		
		Psychological Services		
		Adult Education		

Other Instructional Costs	Regular Programs	Contracted Services	Rent
	Special Programs		Other
	Career and Technology Programs	Other Charges	Purchased Services
	School Library Media Programs		Miscellaneous
	Staff/Curriculum Development	Equipment	
	Guidance Services	Transfers	Maryland LEAs
	Psychological Services		Other LEAs
	Adult Education		Other
Special Education	Public School Instruction Programs	Salaries and Wages	Substitutes/Temporary
	Programs in State Institutions		Other
	Programs in Nonpublic Schools	Contracted Services	Rent
	Instructional Staff/Curriculum Development		Other Contracted
	Office of the Principal	Supplies and Materials	Textbooks
	Special Education Administration & Supervision		Library Media
			Other Supplies
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
		Transfers	Maryland LEAs
			Other
Student Personnel Services		Salaries and Wages	
		Contracted Services	Rent
			Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
		Transfers	Other
Student Health Services		Salaries and Wages	
		Contracted Services	Rent
			Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
		Transfers	Other
Student Transportation		Salaries and Wages	
		Contracted Services	Rent
			Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Employee Retirement
			Social Security
			Other Employee Benefits
			Energy Services
			Miscellaneous
		Equipment	
		Transfers	Others

Operation Of Plant	Warehousing & Distribution	Salaries and Wages	
	Other	Contracted Services	Rent
			Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
		Transfers	Other
Maintenance of Plant		Salaries and Wages	
		Contracted Services	Rent
			Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
Fixed Charges		Salaries and Wages	
		Other Charges	Purchased Services
			Employee Retirement
			Social Security
			other Employee Benefits
			Miscellaneous
Food Services		Transfers	Interfund
Community Services		Salaries and Wages	
		Contracted Services	Rent
			Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
		Transfers	Other
Capital Outlay	Land & Land Improvements	Salaries and Wages	
	Buildings & Additions	Contracted Services	Rent
	Remodeling		Other Contracted
		Supplies and Materials	
		Other Charges	Purchased Services
			Miscellaneous
		Equipment	
		Transfers	Interfund

- Additionally, MSDE annually collects considerable amounts of data regarding staff within each local education agency. MSDE has the ability to analyze and provide detailed information about individual teachers, teachers within an individual school, across a jurisdiction, and across the State. Currently, MSDE uses this data to publish reports that aggregate the data within the jurisdictions.

Local Responsibilities for Financial Accountability

- Local boards of education subject to the Education Article and to the applicable bylaws, rules, and regulations of the State Board, determine the education policies of the local school system.

- Each county board submits an annual school budget in writing to the local government for review, modification, and approval. Local governments review the LEA's budget and can make reductions to the board's proposed budget in the broad expenditure categories required by State law. The county government may make recommendations for reductions that are more specific than the broad reporting categories, however, the board has the authority to ignore the specific recommendations and to allocate the reductions within the broad categories.

- Monitoring performed by local governments varies from jurisdiction to jurisdiction.

- State law includes a county maintenance of effort requirement for funding the public schools. In order to receive an increase in State current expense formula aid a county must provide a county per pupil appropriation that is not less than the previous year's per pupil appropriation.

- LEAs are required by State law to undergo an annual independent audit of their financial statements. Additionally, local governments can initiate performance audits of county school boards. A performance audit is an assessment of an entity's or program's practices to determine whether the entity or program is operating economically and efficiently and whether corrective actions for improving its performance are appropriate.

Recent Efforts to Enhance Financial Accountability

- The State department's *Financial Reporting Manual* was revised in 1996 and is being used by the jurisdictions for reporting the fiscal 1998 expenditures. The revision sharpened expenditure definitions to minimize reporting discrepancies between LEAs and addressed issues that had arisen since the last printing of the manual (1983).

Exhibit 5

Expenditures for Primary and Secondary Education
Operating Costs by Function
Fiscal 1996

County	Instruction	Special Education	Administration	Plant Oper/Maint.	State Paid Retirement	Student Transportation	Other	Total
Allegany	39,052,140	6,261,571	2,354,092	7,079,212	5,338,742	3,337,637	1,048,114	64,471,508
Anne Arundel	261,460,628	42,684,986	16,246,818	50,139,297	38,666,806	23,433,654	7,992,929	440,625,118
Baltimore City	354,718,810	110,406,364	28,794,414	68,760,896	52,772,742	27,941,994	5,649,331	649,044,551
Baltimore	397,804,845	64,344,803	24,234,296	67,949,080	53,930,669	26,224,700	10,503,032	644,991,425
Calvert	46,005,786	7,531,089	2,945,558	8,095,896	6,438,661	5,617,474	1,149,098	77,783,562
Caroline	18,424,506	2,529,505	1,408,808	2,274,099	2,541,162	2,140,763	676,434	29,995,277
Carroll	86,193,253	13,035,496	8,009,559	13,660,116	11,892,775	9,755,211	2,306,046	144,852,456
Cecil	48,140,309	8,632,495	3,337,905	8,796,612	6,937,498	4,274,325	729,911	80,849,055
Charles	68,700,010	11,584,936	5,709,217	14,741,908	10,571,762	7,013,189	3,771,877	122,092,899
Dorchester	18,165,089	3,022,826	1,460,897	2,756,580	2,600,944	1,805,306	615,046	30,426,688
Frederick	113,296,660	15,887,590	7,559,157	21,851,413	15,357,694	9,908,436	2,495,734	186,356,684
Garrett	18,180,854	2,633,184	1,226,194	2,830,154	2,610,279	2,353,162	526,841	30,360,668
Harford	125,122,497	18,568,301	6,331,706	21,999,552	16,988,594	13,906,858	2,389,789	205,307,297
Howard	153,986,767	27,413,357	11,688,634	27,229,532	20,737,782	11,753,548	6,165,522	258,975,142
Kent	11,058,195	1,554,739	1,098,555	2,003,715	1,525,805	1,055,887	251,984	18,548,880
Montgomery	567,592,977	97,839,455	34,059,738	83,599,222	79,534,647	48,639,583	4,088,888	915,354,510
Prince George's	412,922,702	81,114,793	28,192,140	89,034,924	62,887,658	55,628,411	14,631,601	744,412,229
Queen Anne's	21,621,776	3,164,155	1,933,365	3,569,132	3,142,252	2,667,420	547,116	36,645,216
St. Mary's	45,387,195	8,276,974	3,873,441	8,380,437	6,739,015	4,845,140	1,389,233	78,891,435
Somerset	12,004,746	1,827,724	1,372,670	1,883,427	1,832,657	1,495,246	758,353	21,174,823
Talbot	16,024,647	2,273,081	1,028,136	2,293,608	2,255,978	1,232,279	1,727,054	26,834,783
Washington	67,710,660	10,127,754	4,447,770	12,340,554	9,899,971	4,244,728	534,810	109,306,247
Wicomico	45,476,231	6,627,824	3,354,595	6,785,434	6,955,611	3,627,056	1,400,641	74,227,392
Worcester	25,611,407	3,347,197	1,635,458	3,473,655	3,658,713	2,444,149	865,523	41,036,102
Total	2,974,662,690	550,690,199	202,303,123	531,528,455	425,818,417	275,346,156	72,214,907	5,032,563,947

Note: 1) Amounts do not include expenditures for debt service, construction, food service, and nonpublic special education placements.
2) Other includes: student personnel services; health services; fixed charges; community services; and capital outlay.

Source: Selected Financial Data, FY 1996 , Maryland State Department of Education

Prepared by: Department of Fiscal Services
Date: May 28, 1997

- House Bill 7 was passed during the 1996 legislative session. The legislation created additional budget categories to provide the counties with greater control over public school spending, increased the school boards' reporting requirements to permit additional fiscal oversight, and permitted certain waivers from the counties' maintenance of effort requirements to recognize non-reoccurring, one-time investments.

- Additionally, during the 1997 legislative session the General Assembly's budget committees held a briefing to learn more about financial reporting models to facilitate monitoring of school expenditures. In the 1997 Joint Chairman's report, the budget committees indicated their strong support of pursuing implementation of a financial reporting model by all LEAs and to enable consistent reporting of information to the State Department of Education.

Legislative Auditors Reports

- The Office of the Legislative Auditors (OLA) conducted a performance audit of the Maryland State Department of Education's procedures for distributing and monitoring State aid to local education agencies (LEAs). The Legislative Auditors issued two reports as a result of this audit:

    - *Significant State and Local Education Aid Paid For Which Local Education Agencies Could Not Substantiate Minimum Student Enrollment Requirements: Monitoring Needs To Be Improved* - August 1996

    - *Local Education Aid Not Subject To Sufficient Fiscal Accountability: Analysis and Monitoring Of Local Education Agency Operating Expenditures Needs To Be Performed* - December 1996

The student enrollment report provided several recommendations including:

- The department should ensure that LEA attendance procedures are revised to adequately document attendance and residency requirements and institute more comprehensive monitoring and auditing procedures for all LEAs.

- The role of the department, LEAs, and local subdivisions in monitoring compliance with enrollment requirements should be better defined.

- The department should consider fostering legislation to distribute basic current expense aid to LEAs based on a method that would provide a financial incentive for improving attendance.

The LEA accountability report provided several recommendations including:

- The department should establish a plan to perform financial analyses to monitor LEA operating expenditures. Results should be reviewed with local governments and LEAs to determine if action needs to be taken to improve performance.

- The department should implement a comprehensive automated financial reporting model for use by all LEAs in reporting financial and related statistical information.

Performance Accountability

Maryland School Performance Program

- In response to the recommendations of the Governor's Commission on School Performance and the establishment of national education goals to be achieved by the year 2000, in 1990 the State Board established the Maryland School Performance Program. The program seeks to increase accountability for student performance at the school building level. In addition, the State Board adopted various schools for success goals for public education in Maryland by the year 2000, for example, 95 percent of Maryland's students will achieve satisfactory levels of achievement in mathematics, science, reading, social studies, and writing-language arts on State-developed assessment measurements.

- Beginning in 1990, the State Board began to approve a series of school performance data-based areas to measure school characteristics and school performance. This initial effort culminated with a group of "learning outcomes" that were expected for students in grades 3, 5, 8, and 11. These learning outcomes consist of the skills and knowledge that students should have in mathematics, reading, writing, language usage, social studies, and science.

- There are four major elements of the Maryland School Performance Program: 1) indicators and standards of student participation and achievement (data-based areas); 2) Maryland School Performance Report; 3) school improvement process; and 4) sanctions and recognition.

Indicators and Standards of Student Participation and Achievement

- These indicators measure: 1) assessed knowledge, as measured by the Maryland Functional Tests and the Maryland School Performance Assessment Program; and 2) student participation, as measured by attendance and dropout rates.

Maryland School Performance Report

- Each November, the State Department of Education must publish the Maryland School Performance Report for State and School Systems and each local school system must publish the Maryland School Performance Report for School Systems and Schools. These reports constitute the major accountability element of the Maryland School Performance Program. Each school has an improvement team that utilizes the data as the basis for instructional and program decisions. Local school systems and the State utilize the data to identify schools in need of assistance or to recognize the achievement of schools.

- Maryland School Performance Assessment Program (MSPAP): The State Department implemented MSPAP in 1991. Each May, the tests require approximately 170,000 students in grades 3, 5, and 8 to apply what they know about reading, writing, language usage, mathematics, science, and social studies. The primary purpose of MSPAP is to measure school performance.

- High School Assessment Program: In July 1995, the State Board of Education proposed the High School Assessment Program as an extension of the Maryland School Performance Assessment Program. Whereas the current MSPAP focuses on the performance of schools, the high school assessment will focus on both individual student performance and school performance. The implementation of the tests is planned to begin with the graduating class of the year 2004.

- Administration of Additional Tests: Local school systems administer various other tests, for example, the Maryland Functional Tests, the National Assessment of Educational Progress tests, and the Comprehensive Test of Basic Skills (**Exhibit 6**). The frequency and type of testing varies among the local school systems.

School Improvement Process

- Requires each school that has not met the satisfactory standard on one or more of the State data-based areas to develop a school improvement plan. The school must designate a school improvement team. The team must evaluate the results of the annual school performance report and design a plan to further improve the performance of the school.

Sanctions and Recognition

- The goal of the Maryland School Performance Report is to garner public awareness of and accountability for the success or failure of a school. In order to facilitate the improvement of the performance of low-performing schools, the State: 1) monitors schools making inadequate progress and designates certain schools as "reconstitution-eligible"; 2) provides additional resources for low-performing schools through the Schools for Success Challenge Grant Program; and 3) distributes recognition awards to schools demonstrating substantial improvement.

Exhibit 6

Testing in Maryland

Type of Test	Time Frame for Administration of Test	Test Population
Maryland School Performance Assessment Program	May of each year	Grades 3, 5, and 8
Maryland Functional Tests	A minimum of twice each year	Grades 6 through 10, depending on test and local school system
National Assessment of Educational Programs	1998	Sample population reading in grades 4 and 8, writing in grade 8
	2000	Sample population mathematics and science in grades 4 and 8
	2002	Sample population reading and writing in grades 4 and 8
Comprehensive Test of Basic Skills	Every other year during April	Grades 2, 4, and 6, sample or census population at discretion of local school system

Outcomes From the Maryland School Performance Program

- Performance of students on the Maryland School Performance Program varies greatly among the 24 local school systems. The State goal is to have each local jurisdiction reach the State's goals in the Maryland School Performance Program by the year 2000. **Exhibit 7** summarizes the 1996 report card results for each school system on functional tests and dropout and attendance rates. **Exhibit 8** summarizes the composite results of MSPAP for each school system over the past four years and charts the distance they still must go to reach the goals set up for the year 2000.

- Overall, the State MSPAP composite score in 1993 was 31.7 percent and in 1996 it was 40.7 percent, a growth of nine percentage points. To reach the State goal of 70 percent, the score would have to grow by 29.3 percentage points in the next four years.

- Currently, there are no State plans for rewards or punishments for school systems that do not meet the State goal of 70 percent of its students performing satisfactorily. The department has not indicated that it is going to revise the goals that have been set. The department remains optimistic that each system can reach the high standards that have been set by the State.

State Uses of MSPP Outcomes

- Schools, school systems, and the State should use the Maryland School Performance Program (MSPP) data to make instructional improvement decisions, to improve performance, and to measure improvement from year to year. MSDE is responsible for editing and reviewing the data that each LEA collects regarding MSPP.

- The State ties MSPAP results to several funding purposes including challenge schools, reconstitutions schools, and school performance recognition awards. MSDE uses composite scores to monitor the performance of jurisdictions and a school performance index to monitor individual schools.

- The State Department of Education has placed the major impetus for improved school performance at the local level and even more specifically at each individual school.

Local Use of MSPP Outcomes

- Each local jurisdiction is responsible for reporting individual school based results in their own report cards called the *Maryland School Performance Report, School System and School Level*. These reports are in turn to be used by the county to monitor individual school performances.

Exhibit 7

1996 Maryland School Performance Report Results

Jurisdiction	Maryland Functional Tests Grade 9 Status				Maryland Functional Tests Grade 11 Status					Attendance Rate (Yearly)		Dropout rate
	Reading EX= 97% SAT= 95%	Mathematics EX= 90% SAT= 80%	Writing EX= 96% SAT= 90%	Citizenship EX= 92% SAT= 85%	Reading EX= 99% SAT= 97%	Mathematics Ex= 99% SAT= 97%	Writing EX= 99% SAT= 97%	Citizenship EX= 99% SAT= 97%	assed all tests EX=96% SAT=90%	Grades 1-6 EX= 96% SAT= 94%	Grades 7-12 EX= 96% SAT= 94%	Grades 9-12 EX= 1.25% SAT= 3%
State	97.2	83.0	$\boxed{82.5}$	$\boxed{83.1}$	99.6	$\boxed{95.9}$	97.7	$\boxed{95.5}$	91.8	95.1	$\boxed{91.4}$	$\boxed{4.58}$
Allegany	98.1	87.8	91.4	85.0	99.6	98.6	98.4	$\boxed{95.4}$	93.6	96.0	94.5	2.68
Anne Arundel	97.7	92.9	91.6	$\boxed{84.3}$	99.8	99.1	98.8	98.2	96.6	95.7	94.0	$\boxed{4.87}$
Baltimore City	$\boxed{90.6}$	$\boxed{46.2}$	$\boxed{54.3}$	$\boxed{67.8}$	98.0	$\boxed{81.6}$	$\boxed{89.6}$	$\boxed{81.9}$	$\boxed{69.0}$	$\boxed{92.1}$	$\boxed{80.1}$	$\boxed{13.78}$
Baltimore	98.1	85.0	$\boxed{84.7}$	$\boxed{82.3}$	99.7	$\boxed{96.5}$	98.3	$\boxed{95.7}$	92.3	95.5	$\boxed{93.3}$	1.49
Calvert	98.5	92.5	96.9	90.3	100.0	99.1	99.7	99.5	98.3	95.6	94.4	$\boxed{3.96}$
Caroline	97.5	97.0	$\boxed{71.2}$	92.6	99.3	98.6	$\boxed{92.2}$	97.3	$\boxed{88.8}$	95.9	$\boxed{93.6}$	$\boxed{6.37}$
Carroll	98.6	92.7	95.4	88.5	100.0	99.0	99.7	98.0	97.0	96.0	94.2	3.00
Cecil	98.7	86.4	$\boxed{89.5}$	$\boxed{83.8}$	99.9	98.2	99.6	98.3	96.7	95.5	$\boxed{92.3}$	$\boxed{4.31}$
Charles	97.9	88.2	90.1	89.3	99.5	98.0	99.3	99.2	96.8	95.1	$\boxed{91.6}$	$\boxed{3.29}$
Dorchester	98.4	95.2	92.5	$\boxed{83.6}$	98.8	99.2	98.4	$\boxed{96.3}$	94.3	95.6	$\boxed{93.7}$	$\boxed{5.11}$
Frederick	98.7	94.1	92.1	91.7	99.8	98.6	99.2	$\boxed{96.8}$	95.3	95.4	$\boxed{92.5}$	2.33
Garrett	99.2	96.3	93.9	90.7	99.7	98.6	97.7	98.0	95.4	96.2	95.0	$\boxed{4.31}$
Harford	98.8	91.1	$\boxed{85.2}$	$\boxed{84.5}$	99.8	99.4	99.0	98.2	97.2	96.0	94.0	$\boxed{3.76}$
Howard	99.0	90.2	92.0	93.9	99.8	98.0	98.6	97.8	95.4	96.3	95.0	2.26
Kent	100.0	97.6	99.0	88.1	99.4	99.4	98.8	99.4	98.7	95.3	$\boxed{92.1}$	$\boxed{4.14}$
Montgomery	99.0	94.0	$\boxed{86.4}$	91.3	99.7	97.8	99.0	$\boxed{96.4}$	94.4	95.5	$\boxed{93.6}$	1.88
Prince George's	97.7	82.0	$\boxed{83.5}$	$\boxed{72.3}$	99.6	$\boxed{94.7}$	98.3	$\boxed{95.7}$	90.6	95.2	$\boxed{90.0}$	$\boxed{3.66}$
Queen Anne's	98.2	93.1	$\boxed{87.8}$	87.4	99.7	98.6	98.1	97.3	95.3	95.5	$\boxed{93.0}$	2.31
Somerset	98.3	91.3	$\boxed{79.7}$	85.5	100.0	97.7	$\boxed{92.2}$	99.5	90.4	95.0	$\boxed{93.1}$	$\boxed{5.57}$
St. Mary's	98.8	87.5	61.3	87.3	100.0	98.9	97.7	98.7	95.9	95.4	$\boxed{93.3}$	2.90
Talbot	98.3	96.1	$\boxed{83.7}$	87.0	100.0	100.0	$\boxed{96.8}$	98.6	95.5	95.9	$\boxed{93.4}$	$\boxed{3.02}$
Washington	98.4	92.2	$\boxed{88.8}$	$\boxed{84.5}$	99.8	98.5	98.2	98.7	96.1	96.2	95.1	$\boxed{4.18}$
Wicomico	97.5	$\boxed{77.3}$	$\boxed{86.7}$	92.1	99.6	$\boxed{94.9}$	98.3	$\boxed{96.7}$	92.1	94.9	$\boxed{91.8}$	$\boxed{6.63}$
Worcester	98.5	86.5	$\boxed{89.3}$	87.1	99.5	98.0	98.2	97.3	94.3	95.4	$\boxed{93.6}$	$\boxed{5.10}$

Key: EX = Excellent Performance
SAT = Satisfactory Performance
Boxed areas indicate areas where performance standards were not met

Source: Maryland School Performance Report 1996

Exhibit 8

The Maryland School Performance Report -- Four Year Trends and Distance From the Goal Set for the Year 2000

School System	1993	1994	1995	1996	Change 1995-1996	Growth 1993-1996	Distance to Goal of 70%	1996 State Rankings
Allegany	26.5	28.8	37.2	40.2	3.0	13.7	29.8	16
Anne Arundel	36.6	41.5	44.5	47.3	2.8	10.7	22.7	8
Baltimore	34.9	39.6	44.5	44.7	0.2	9.8	25.3	13
Baltimore City	10.4	11.7	13.8	13.5	-0.3	3.1	56.5	24
Calvert	34.6	38.9	48.8	48.9	0.1	14.3	21.1	7
Caroline	25.1	29.5	34.7	38.7	4.0	13.6	31.3	18
Carroll	42.0	48.1	51.1	55.3	4.2	13.3	14.7	2
Cecil	32.4	38.7	42.5	41.5	-1.0	9.1	28.5	15
Charles	30.1	33.0	34.5	38.5	4.0	8.4	31.5	19
Dorchester	21.0	25.1	34.1	39.1	5.0	18.1	30.9	17
Frederick	44.5	46.3	54.5	54.2	-0.3	9.7	15.8	3
Garrett	35.6	41.5	46.3	45.4	-0.9	9.8	24.6	14
Harford	38.4	42.2	50.9	52.2	1.3	13.8	17.8	4
Howard	48.7	51.3	56.0	56.9	0.9	8.2	13.1	1
Kent	32.6	45.9	39.6	50.7	11.1	18.1	19.3	6
Montgomery	46.4	47.6	50.7	50.8	0.1	4.4	19.2	5
Prince George's	21.5	24.2	29.9	29.6	-0.3	8.1	40.4	23
Queen Anne's	34.4	40.4	40.7	44.9	4.2	10.5	25.1	12
Somerset	25.3	22.4	24.8	29.8	5.0	4.5	40.2	22
St. Mary's	27.7	38.1	45.4	45.7	0.3	18.0	24.3	10
Talbot	28.4	39.1	38.0	46.5	8.5	18.1	23.5	9
Washington	31.9	35.9	40.7	43.9	3.2	12.0	26.1	14
Wicomico	26.3	28.3	30.2	33.6	3.4	7.3	36.4	21
Worchester	25.3	30.6	35.3	35.8	0.5	10.5	34.2	20
State	31.7	35.3	39.6	40.7	1.1	9.0	29.3	

Note: The numbers for 1993 to 1996 represent the percentage of students reaching the State's satisfactory standard. The State goal is to have each jurisdiction at 70 percent by the year 2000.

Source: Maryland State Department of Education

- The amount of analysis performed on the data produced from the Maryland School Performance Assessment Program (MSPAP) varies from jurisdiction to jurisdiction. Some jurisdictions analyze MSPAP performance very successfully and have designed data analysis systems that are very useful in pulling the data apart and making it meaningful for the jurisdiction and the schools. On the other hand, other jurisdictions do not spend as much time with interpreting the results. There are no controls in place that require analysis of MSPAP results to be conducted at the local level.

Accountability of Teachers

- The State has recognized that improved teacher education and professional development of teachers enhances the expertise of teachers and their commitment to student learning. The State has implemented various programs to improve the effectiveness of teachers

- The K - 16 Partnership and the Redesign of Teacher Education are two related initiatives, developed by the State Department of Education and the Maryland Higher Education Commission (MHEC), which seek to improve teacher and student performance.

Teacher Certification Requirements

- The State Department issues certificates to teachers to ensure that educators possess the minimum essential knowledge and skills needed to achieve outcomes for public education declared by the State Board of Education. The State has undertaken various activities to revise certification requirements and improve professional development opportunities.

Evaluations of Teachers

- Current regulations require a minimum of at least one evaluation each year of an individual holding a standard professional certificate. An individual holding an advanced professional certificate must receive a satisfactory or better performance rating in at least three of the five year validity period of the certificate.

Professional Development of Teachers

- In April 1994, the Maryland Business Roundtable for Education (MBRT) established a committee to make recommendations on how to strengthen the role of professional development. In 1996, the State Board of Education endorsed the recommendations of the committee, which emphasize the need to link staff development activities directly to student performance.

- Current regulations require the holder of a Standard Professional II certificate to present a professional development plan designed by the employee in agreement with the local superintendent of schools to satisfy the professional development requirements for the Advanced Professional Certificate. The plan for the holder of a Standard Professional II Certificate or Advanced Professional Certificate must specify at least six semester hours of course work or approved equivalent workshops and other professional activities.

National Board for Professional Teaching Standards

- The National Board for Professional Teaching Standards was created in 1987 as a nonprofit, nonpartisan, nongovernmental organization whose mission is to: 1) establish rigorous standards for what accomplished teachers should know and be able to do; 2) develop and operate a national voluntary system to access and certify teachers who meet these standards; and 3) advance related education reforms for the purpose of improving student learning.

- Chapter 179 of the Acts of 1997 establishes the State and Local Aid Pilot Program for teachers who pursue national board certification. Each year, the State Board of Education must select, consistent with the amount provided in the State budget, a maximum of 48 teachers to participate in the program. Each teacher selected to receive aid must receive an amount equal to the certification fee charged by the national board.

Accountability in Education

Presentation to the Task Force on Education Funding Equity, Accountability, and Partnerships

September 9, 1997

Department of Legislative Services
Office of Policy Analysis

Annapolis, Maryland

Introduction

Accountability in education is important as state and local governments strive to evaluate the effectiveness of education programs and expenditures. Many suggest that the success of educational reform must be tied to effective and efficient uses of financial resources.

Two Types of Accountability

Accountability in education encompasses two types of accountability: (1) inputs or measurements of education finances, community characteristics, student characteristics, and the number and qualifications of teachers; and (2) outputs or measures of student and teacher performance. Over the past ten years, the Maryland State Department of Education has developed a system of accountability with increased focus on outputs, for example the Maryland School Performance Program, as opposed to directing limited resources to the monitoring of inputs.

This overview highlights State and local initiatives in Maryland that relate to the broad issue of accountability in education. The first section focuses on financial oversight at both the State and local levels. The second section discusses the State and local efforts to obtain accountability for student performance. Finally, the third section examines reform initiatives regarding teacher performance.

Financial Accountability

> "Efforts to raise graduation requirements, mandate expanded student testing and assessment, increase teacher salaries, and require new services for students (for example, early childhood, dropout prevention, employment training) have amplified concerns about the cost of education and highlighted existing differences in the resources from district to district."
>
> "*Emerging Issues in State-Level School Finance*". McGuire, Kent. ERIC Digest Series Number EA 56.

Maryland has a two tiered educational system involving State and local responsibilities for delivering free public education. The State Board of Education and the Maryland State Department of Education have authority over the general care and supervision of public elementary and secondary education in Maryland. The State Superintendent of Schools is responsible for the administration of the State Department of Education. At the local level, the Maryland General Assembly has vested in each local board of education the control of educational matters that affect the local jurisdiction. Each local board is charged with carrying out the public education laws and the bylaws, rules, regulations, and policies of the State Board of Education. The county governing bodies approve the local school board budgets and provide a significant share of the funding.

For fiscal 1996, the most recent year for which finalized data is available, the total federal, State, and local support for the operating costs of public education was approximately $5.1 billion. Of that amount, $2.9 billion or 55.9 percent came from local revenues, $2.1 billion or 40.3 percent from the State, and $195.7 million or 3.8 percent came from the federal government.

State Responsibilities for Financial Accountability

The Education Article of the Annotated Code of Maryland sets forth the framework for financial accountability for elementary and secondary education. The code states that the State Board of Education, with guidance from the State Superintendent, is generally responsible for control and supervision over the public schools and educational interests of the State and is charged with determining the elementary and secondary educational policies of the State. Additionally, the code states in Section 2-205 (o) (1):

> "With the advice of the State Superintendent, the State Board shall specify the information each county board, school official, and teacher is to record and shall require the following information to be recorded:
>
> (i) All financial accounts, including the annual budget; and
> (ii) All education records."

Uniform System of Reporting

Each county board must prepare an annual budget according to the major expenditure categories required in State law and supplemented by the Maryland State Department of Education's (MSDE) *Financial Reporting Manual*. County boards may have their own budgeting structures but are required by law to submit to MSDE and their county government a budget that conforms to the required State categories. Additionally, local education agencies (LEAs) are required to report current expenditure information to the department in an annual financial report by November 15 following the close of the fiscal year ending June 30. Again, this information when reported must conform to MSDE's guidelines in the manual. The State law and the manual provide the framework for a uniform system of reporting expenditures across jurisdictions.

The *Financial Reporting Manual* for Maryland Public Schools was first developed and adopted by the Maryland State Board of Education in 1963 in response to the identified need for a uniform system of budgeting and reporting Maryland Public School financial data. The manual has subsequently been revised four times. The last complete revision of the manual was in 1996. The 1996 revision sharpened expenditure definitions in order to assure comparability of reporting between local education agencies (LEAs) and conformed the reporting with legislation passed during the 1996 legislative session.

House Bill 7 of the 1996 legislative session enhanced the reporting requirements and expanded expenditure categories governing the submission of school board budgets to county governments. Beginning with fiscal 1998 in addition to the annual budget, each county board shall provide the State Department of Education with:

(i) The number of full-time equivalent positions included within each major expenditure category; and

(ii) A description of any fund balances or other moneys held by any outside source, including an insurer, that are undesignated or unreserved and are under the direction and control of the county board.

As amended by House Bill 7, State law requires the local boards to utilize the following categories in the annual budget and expenditure reports to the State Board of Education and the county governments (bold text indicates categories that were added due to House Bill 7):

Revenues:

- Local Sources
- State Sources
- Federal Sources
- Unliquidated Surplus
- Other Sources (identifying the source)

Expenditures

- Administration, activities associated with the general regulations, direction, and control of the county board including: executive administration, business support services, and centralized support services.
- **Mid-level Administration, including:**
  - **office of the school principal; and**
  - **staff providing administration and supervision to school instructional programs.**

- Instructional salaries, activities which deal directly with teacher students including: teachers, aids, psychological personnel, guidance counselors, and library personnel.
- **Textbooks and Classroom Instructional Supplies**
- Other Instructional Costs
- Special Education
- Student Personnel Services
- Health Services
- Student Transportation
- Operation of Plant and Equipment
- Maintenance of Plant
- Fixed Charges
- Food Services
- Capital Outlay

Additionally, the manual requires LEAs to include community service as a broad reporting category in the expenditure reports.

The local boards of education report their expenditures on a standard schedule referred to as the annual financial report. The expenditures are reported in the broad categories for the entire LEA as well as further broken down into program. For each applicable category, the LEAs also provide totals for object level detail including, salaries and wages, contracted services, supplies and materials, other charges, land, building, and equipment, principal, interest, and transfers. For each category and program MSDE is able to aggregate the expenditures according to the object and subobject detail. **Appendix 1** shows the reporting structure required in the manual by category and program as well as by objects.

Section 2-303 of the Education Article stipulates that the State Superintendent shall examine the expenditures, business methods, and accounts of each LEA. The Maryland State Department of Education (MSDE) compiles the data that is submitted by the local boards of education on the annual financial reports. The financial information is summarized in an annual report entitled *Selected Financial Data* Parts 1 and 2 to reflect county by county revenues and expenditures. Part 3 entitled Analysis of Costs provides per pupil and percent distributions of expenditures by county. Per pupil expenditures provide for a comparison of expenditures between local school systems relative to the size of the population being served. For each per pupil cost comparison the jurisdictions are ranked from first to twenty-fourth in dollar amount of expenditures. Finally, Part 4 gives a ten-year summary of expenditures.

The level of detail submitted by each jurisdiction to the Maryland State Department of Education (MSDE) on the annual expenditure reporting forms is extensive and would require significant commitment to analyze. However, MSDE does not allocate resources for a more detailed analysis of the reported financial data, rather the information is summarized in the Selected Financial Data reports with no explanation of variances between jurisdictions. The reports generated by MSDE do not address the specific or unique circumstances operating in each jurisdiction. **Exhibit 1** provides each LEA's operating expenditures by major category for fiscal year 1996 as provided by MSDE.

LEAs are required by State law to undergo an annual independent audit of their financial statements. The purpose of these audits is to determine if the financial statements are fairly stated in conformity with generally accepted accounting principals where revenues are equal to expenditures. These audits are not intended to determine if LEAs are spending educational funds in an efficient manner. The Audit Office of MSDE collects and reviews the independent audit reports of the local school boards as well as oversees any necessary reconciliations of the financial statements. The Audit Office prepares a summary report entitled "*Review of Audit Reports of Local Boards of Education and Public Library Boards*" on an annual basis.

Financial Reports for Restricted and Unrestricted Revenues

The *Financial Reporting Manual* requires all revenues and expenditures in the Current Expense Fund to be reported by source of funds. The Current Expense Fund finances the basic education program provided by the LEA. (The Current Expense Fund includes all operations except the Food Service Fund, School Construction Fund, Debt Service Fund, Student Activities Fund, and Trust/Agency Fund.) There are two types of grants in the Current Expense Fund, restricted and unrestricted.

Restricted programs are defined as all expenditures made from federal revenues, except the unrestricted portion of impact aid; State revenues designated as restricted; and all State, local and other matching revenues required as part of federal grants. Restricted programs have very specific reporting requirements and receive substantial review in the program areas at MSDE. The Local Education Agencies (LEAs) prepare and submit to MSDE a proposed budget. This budget is the financial plan to carry out the purpose of the grant and should relate to performance for program evaluation purposes as defined by MSDE. The proposed budget must be accompanied by descriptions explaining how the requested funds will be spent, organized according to the budget objectives and correlated to the activities in the plan of operation. Additionally, at the end of grant period, a Restricted Financial Report must be sent to MSDE detailing expenditures in the broad reporting categories by revenue source. The expenditure reports are to ensure that the revenues were spent according to the proposed budget and program plans. Designated restricted programs include:

- State Share of Current Expenses, only that portion designated as Vocational Technical

Exhibit 1

Expenditures for Primary and Secondary Education
Operating Costs by Function
Fiscal 1996

County	Instruction	Special Education	Administration	Plant Oper/Maint.	State Paid Retirement	Student Transportation	Other	Total
Allegany	39,052,140	6,261,571	2,354,092	7,079,212	5,338,742	3,337,637	1,048,114	64,471,508
Anne Arundel	261,460,628	42,684,986	16,246,818	50,139,297	38,666,806	23,433,654	7,992,929	440,625,118
Baltimore City	354,718,810	110,406,364	28,794,414	68,760,896	52,772,742	27,941,994	5,649,331	649,044,551
Baltimore	397,804,845	64,344,803	24,234,296	67,949,080	53,930,669	26,224,700	10,503,032	644,991,425
Calvert	46,005,786	7,531,089	2,945,558	8,095,896	6,438,661	5,617,474	1,149,098	77,783,562
Caroline	18,424,506	2,529,505	1,408,808	2,274,099	2,541,162	2,140,763	676,434	29,995,277
Carroll	86,193,253	13,035,496	8,009,559	13,660,116	11,892,775	9,755,211	2,306,046	144,852,456
Cecil	48,140,309	8,632,495	3,337,905	8,796,612	6,937,498	4,274,325	729,911	80,849,055
Charles	68,700,010	11,584,936	5,709,217	14,741,908	10,571,762	7,013,189	3,771,877	122,092,899
Dorchester	18,165,089	3,022,826	1,460,897	2,756,580	2,600,944	1,805,306	615,046	30,426,688
Frederick	113,296,660	15,887,590	7,559,157	21,851,413	15,357,694	9,908,436	2,495,734	186,356,684
Garrett	18,180,854	2,633,184	1,226,194	2,830,154	2,610,279	2,353,162	526,841	30,360,668
Harford	125,122,497	18,568,301	6,331,706	21,999,552	16,988,594	13,906,858	2,389,789	205,307,297
Howard	153,986,767	27,413,357	11,688,634	27,229,532	20,737,782	11,753,548	6,165,522	258,975,142
Kent	11,058,195	1,554,739	1,098,555	2,003,715	1,525,805	1,055,887	251,984	18,548,880
Montgomery	567,592,977	97,839,455	34,059,738	83,599,222	79,534,647	48,639,583	4,088,888	915,354,510
Prince George's	412,922,702	81,114,793	28,192,140	89,034,924	62,887,658	55,628,411	14,631,601	744,412,229
Queen Anne's	21,621,776	3,164,155	1,933,365	3,569,132	3,142,252	2,667,420	547,116	36,645,216
St. Mary's	45,387,195	8,276,974	3,873,441	8,380,437	6,739,015	4,845,140	1,389,233	78,891,435
Somerset	12,004,746	1,827,724	1,372,670	1,883,427	1,832,657	1,495,246	758,353	21,174,823
Talbot	16,024,647	2,273,081	1,028,136	2,293,608	2,255,978	1,232,279	1,727,054	26,834,783
Washington	67,710,660	10,127,754	4,447,770	12,340,554	9,899,971	4,244,728	534,810	109,306,247
Wicomico	45,476,231	6,627,824	3,354,595	6,785,434	6,955,611	3,627,056	1,400,641	74,227,392
Worcester	25,611,407	3,347,197	1,635,458	3,473,655	3,658,713	2,444,149	865,523	41,036,102
Total	2,974,662,690	550,690,199	202,303,123	531,528,455	425,818,417	275,346,156	72,214,907	5,032,563,947

Note: 1) Amounts do not include expenditures for debt service, construction, food service, and nonpublic special education placements.
2) Other includes: student personnel services; health services; fixed charges; community services; and capital outlay.

Source: Selected Financial Data, FY 1996 , Maryland State Department of Education

Prepared by: Department of Fiscal Services
Date: May 28, 1997

- Compensatory Education (dedicated portion only)
- Limited English Proficient
- Children at Risk
- Gifted and Talented
- Disruptive Youth
- Innovative Programs
- Adult Continuing Education
- School Community Centers
- Extended Elementary Education

All other programs are considered unrestricted and have greater flexibility in their reporting requirements. Unrestricted programs in the Current Expense Fund consist of expenditures made from State and local revenues. LEAs have significant autonomy with respect to how these funds are spent. LEAs are not required to submit proposed budgets for unrestricted programs. Additionally, all funding for unrestricted programs gets aggregated and then is reported back to the State in the broad expenditure categories required by law. The following is a list of State programs that are considered unrestricted:

- State Share of Basic Current Expenses except portion designated as Vocational Technical (approximately $1.2 billion)
- Majority of Compensatory Education
- Special Education
- Food Service
- Transportation

Unrestricted programs make up approximately 77 percent of the total State educational aid. The State Share of Current Expense and the undedicated portion of Compensatory Education are the largest components of the unrestricted programs. This implies that a significant portion of the State's approximately $2 billion dollar commitment to education does not receive the scrutiny that the remaining restricted programs receive (23 percent of the State educational aid) for which program budget requests and program annual reports are required by the State department. However, some of the grants that are considered unrestricted do receive some State oversight. For example, the food services program is carefully monitored and special education has extensive reporting requirements in connection with the local application for State and federal funds.

Staff Reporting Requirements

. The Maryland State Department of Education (MSDE) requires the local education agencies (LEAs) to submit a report containing information about staff members actively employed. The data collected for all staff is useful in providing information on the workforce within local education agencies as well as comparisons across LEAs. Additionally, the reporting requirements for certified staff are more extensive and include:

- name
- race
- position type
- full time equivalence status
- salary
- sex
- assigned LEA
- assigned school or central office
- date of birth
- years of experience
- highest held degree
- subject taught

Additionally, MSDE has on file all teacher certification areas as well as National Teacher Education information. With this information in a database, MSDE has the ability to analyze and provide detailed information about individual teachers, teachers within an individual school, teachers across a jurisdiction, and across the State. Currently MSDE uses the staffing data to produce reports that highlight professional salaries of staff employed in Maryland public schools, teachers' salaries indexed to region, and type of staff, both instructional and non-instructional.

Considering that salaries and benefits make up approximately 80 to 85 percent of total expenditures in education, the records that MSDE maintains from the staffing reports can tell a great deal about costs in each local education agency. The staff report could be very helpful in providing analysis on spending. In fiscal 1996, salaries and wages made up 90.5 percent of the $2.67 billion spent on instruction and administration throughout the State. The staffing data presented by MSDE ideally could be used in providing comparisons of salaries and staffing ratios across jurisdictions. However, as with the financial reports, extensive analysis in not performed on the staffing data.

Other Reporting Requirements

Beyond financial and staffing reports, the State Department of Education is also responsible for collecting data that reflects the student populations and school environments. The State Board of Education has issued the *Maryland Student Records System Manual* which details the necessary information that local education agencies (LEAs) are required by law to document to reflect their student population. The department uses this data to produce reports on school enrollment including, *Grade Organization: Enrollment by Race/Ethnicity and Professional Staff at School Levels;*

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. The reports are summarized in the annual *Fact Book* providing statistics such as:

- fall enrollment as of September 30th - broken down by grade levels and jurisdiction.
- students by race
- dropouts and retention rates
- number of graduates
- local wealth per pupil
- students receiving special education services
- title I statistics
- extended elementary education program participants
- meals served in school

KPMG Reporting Project

In April 1995 the consulting firm of KPMG Peat Marwick completed an analysis of the financial reporting requirements of local education agencies (LEA) for the Maryland State Department of Education and other local and federal agencies. Financial reporting requirements include reports filled out by LEAs to receive grant money, expenditure reports detailing the use of grants including annual reports for restricted grants, and reports used to provide statistical information including the food service and special education reports. The purposes of the project was to:

- aggregate and analyze the current financial reporting requirements for school systems in the State of Maryland to the local, State, and federal government entities; and
- determine the average cost of reporting, the cost / benefit of system solutions to reporting, and the identification of redundancy and / or unnecessary frequent reporting.

KPMG's Findings

Based on the information gathered from the study, KPMG concluded that the cost of financial reporting by school systems in the State of Maryland is reasonable given the amount of funding they receive from the local, State, and federal governments. KPMG determined that the reporting requirements of the States' LEAs are determined by the needs of end-users of the reports produced: local county governments, State departments, and the federal government (**Exhibit 2 and 3**). KPMG concluded that most reports appear to contain data which is used by the end-user for reporting to other entities or financial decision making and which is not redundant, therefore no reports were recommended for elimination.

Exhibit 2

Average Number Of Year End Financial Reports

	Small LEA	Medium LEA	Large LEA
Local Reports	0.8	0.3	8.5
State Reports	89.7	83.3	161.5
Federal Reports	1.7	1.5	9.0

Exhibit 3

Average Number of Monthly Financial Reports

	Small LEA	Medium LEA	Large LEA
Local Reports	1.2	0.3	9.5
State Reports	4.5	7.3	4.5
Federal Reports	0.0	0.0	3.0

Note: Small LEAs are those with expenditures up to $100 million; Medium LEAs have expenditures from $100 million to $500 million; Large entities have expenditures greater than $500 million.

Besides the annual budget, most LEAs have no major reporting requirements to local governments. A large portion of state reports are represented by annual reports for restricted grants. Of a total average of 116 annual state reports, an average of 85 are those that must be prepared for restricted program grants. The remaining 21 annual reports consist of reports for unrestricted programs, an annual food service report, and various other reports requiring statistical data. Other various reports include a report on special education programs and a year-end report on the Infant and Toddlers Program.

Additionally, KPMG looked at the inconsistency in the State's reporting structure. Although the State statute only requires reporting expenditures in the broad categories, each LEA is able to create an internal expenditure classification structure that varies in the amount of detail supplied beyond what is required by the State in the *Financial Reporting Manual.* Many of the LEAs in the State are using different classification structures for expenditures in their school board budget. The LEAs which use the State classification structure for their own reporting requirements appear to be the most efficient in report generation. KPMG attributes this to a reduction in human intervention during the reporting process when judgment is required to determine which accounts must be aggregated or desegregated when taking LEA data and making it fit into the State's financial classification system. Of the 12 LEAs responding to KPMG, only half were using the State's classification system as required in the *Financial Reporting Manual.* The other half have an internal expenditure classification system that is different than what they are required to use when submitting information to the State and county governments.

State Summary

Overall, the Maryland State Department of Education (MSDE) requires the local education agencies (LEAs) to submit considerable detail regarding operations, both financial and staff related. The LEAs are required by State law to report revenues and expenditures under specific categories. MSDE also provides further guidance to the LEAs in the *Financial Reporting Manual* concerning how to report expenditures, and each LEA complies by providing MSDE with detailed breakdown of their expenditures for both program areas and object (See **Appendix 1**). The data that the LEAs provide MSDE is aggregated in the broad reporting categories and published in several reports including *Selected Financial Data* Parts I, II, III, and IV. As well MSDE produces various reports reflecting staffing and student demographics within the LEAs.

Although MSDE compiles considerable data, little analysis of the data is done by the department. While the per pupil analysis of expenditures is helpful in controlling for enrollment size, none of the other variables that may affect a jurisdiction's expenditures are factored in to enable comparisons between jurisdictions.

It is important that MSDE ensure that the data it presents in the *Selected Financial Data* reports is accurate and comparable. Further analysis of data could explain spending and staffing patterns across jurisdictions. For example, the data collected from staff reports could help facilitate discussions on student-teacher ratios across schools and between jurisdictions. School systems spend such a significant portion of their budgets on salaries and wages that the information gathered in staffing reports could be analyzed to show how much money is concentrated on the high schools, middle schools, or elementary schools. This type of analysis could help jurisdictions to make informed resource allocation decisions.

Local Government Financial Accountability

Budget Process

Local boards of education or local education agencies (LEAs), subject to the Education Article and to the applicable bylaws, rules, and regulations of the State Board, determine the educational policies of the local school system. Each county board submits an annual school budget in writing to the county commissioners, county council, or the county executive. The local superintendent of schools is responsible for taking the initiative in the preparation and presentation of the annual budget and securing adequate funds from local authorities for the support and development of the public schools. The public schools of each county must use a uniform method, as required by the county superintendent, for reporting the receipts, expenditures, and balances of the operations and activities conducted by the public schools. Flexibility has been provided to the LEAs to design their internal reporting structures around their individual needs. For some counties this is identical to the State's required reporting structure as set forth in the *Financial Reporting Manual* while others have local reporting structures built around the broad categories required in State law.

When a local jurisdiction does use different classification structures it must submit to MSDE and the county government a budget that conforms to the State reporting categories. In some instances a LEAs classification structure is considerably different than the State's. For example, in an LEA that does not account for federal funds as part of their budget, MSDE has required that LEAs report those federal funds as revenues and has created a category in the expenditure reports called "Undesignated Federal Funds" to ensure that the federal funds are reflected in the budget report even if they are not in the appropriate expenditure categories.

Although LEAs submit a budget to their local governments for review, modification, and approval, the LEAs have significant autonomy with respect to how funds are spent. In jurisdictions with a county executive, the executive reviews the budget first before submitting it to the county council. The county executive must indicate in writing which major categories were reduced and the reason for the reduction. With the exception of Baltimore County, the council may restore any reduction made by the county executive. The county governing body has the authority to make reductions to the county board's proposed budget in the broad expenditure reporting categories provided under State law. The county governing body must indicate in writing which major categories have been reduced and the rationale. County governing bodies may make recommendations that are more specific than the reporting categories, however, the county board has the authority to ignore the governing bodies' recommendations and make their own reductions within the categories. The county boards must notify the county government where the reductions to the budget are eventually made.

Additionally, the county school board can implement spending plans that deviate from the budgets provided that they report how alterations will be implemented. All revenues received by a county board shall be spent by the board in accordance with the major categories of its annual budget. A transfer may be made within the major categories without recourse to the county commissioners or county council except that a report of the transfer shall be submitted to the county commissioners or county council within 15 days after the end of each month. A transfer between major categories shall be made only with the approval of the county commissioners or county council. A county board shall submit to the county governing body a report within 15 days after the end of each month if during that month the county board takes any action that would commit the county board to spend more for the current fiscal year in any major category than the amount approved in the annual budget for that category.

Each county board shall prepare, publish, and make available to interested parties an annual report on the condition, current accomplishments, and needs for improvement of the schools as well as a statement of the business and financial transactions of the county board. At the written request of the county governing body, a semi-annual school system operations report shall be submitted by the county board or Superintendent.

Monitoring performed by local governments varies from jurisdiction to jurisdiction and often reflects the relationship between the board and governing body. In general, the larger counties performed monitoring and variance analysis of LEA budgetary and expenditure data. On the other hand, many of the smaller counties analyze and monitor less extensively LEA budgetary and expenditure information. According to a survey conducted by the Department of Fiscal Services in December of 1995, except in five jurisdictions, the counties approve school boards' budgets on a "bottom-line" basis. Under a "bottom-line" approach, the school boards have the ability to determine spending priorities, provided overall spending does not exceed the recommended level by the county governing body. This does not mean that the counties do not analyze the budget, but rather, that smaller counties are less directive in determining how reductions are made to the school boards original budget submission. Five counties (Anne Arundel, Baltimore, Montgomery, Prince George's, and Worcester) make categorical reductions to the boards' budgets. In counties which make categorical reductions, Fiscal Services found that the boards generally follow the counties' recommendations.

Section 5-113 of the Education Article which became effective June 1, 1996, states that a county governing body may notify the State department of Education that a local board has not complied with one or more reporting requirements or expenditure limitations. The department shall investigate the complaint and if a determination of a violation results, the county board in the following fiscal year may not make a category expenditure in excess of the category expenditure in the operating budget approved by the county governing body without the prior approval of the county governing body.

Maintenance of Effort Requirement at Local Level

State law includes a county maintenance of effort requirement for funding the public schools. To be eligible for increases in State aid, the county must levy an annual tax for elementary and secondary education that provides for a county per pupil appropriation in an amount that is not less than the previous year's per pupil appropriation. If a county increases its level of funding for public education in one year, then it must maintain that level of funding in future years.

Prior to legislation enacted in 1996 (House Bill 7), there were no exceptions to the maintenance of effort requirement. The maintenance of effort requirement was suspended in fiscal 1992 and 1993 when state reduced aid to county governments. Counties viewed the strict maintenance of effort provision as a disincentive to commit county funds for one-time, non-recurring costs. House Bill 7 adjusted the maintenance of effort formula by permitting certain waivers from the counties' maintenance of effort requirements to accommodate severe fiscal hardships and to recognize non-recurring, one-time investments. Non-recurring costs are categorized as:

- Costs to establish new computer laboratories
- Costs for new technology
- New instructional program start-up costs
- Books other than classroom textbooks
- Capital items with a useful life of five years or more
- Other unique one-time costs that the local board and the county mutually agree to be one-time expenditures

Since the legislation was implemented, the Maryland State Department of Education has not received a single request by a local jurisdiction to waive from the maintenance of effort requirement due to a financial hardship. However, the department has received 20 requests from 12 jurisdictions for non-recurring cost exclusions. Twelve of these requests have been approved. As a result, $7.3 million in non-recurring costs were excluded from the counties' maintenance of effort requirements over a three-year period. In addition, four requests submitted for fiscal 1998 are still pending. Exhibit 4 shows the approved maintenance of effort exclusions by category and Exhibit 5 shows the breakdown by county.

Exhibit 4

Maryland State Department of Education Approved Maintenance of Effort Exclusions As of August 6, 1997

Categories of Exclusion	FY '96 Amount Approved	FY '97 Amount Approved	FY '98 Amount Approved
New Computer Labs	$398,439	$257,374	
New Technology	$5,500	$995,000	$486,291
New Program Start-Up	$453,553	$1,028,662	$162,500
Books	$54,200		
Capital Items	$301,195	$1,041,555	$368,815
Unique One-Time Costs			$1,761,208
TOTAL	$1,212,887	$3,322,591	$2,778,814

Performance Audits

During the 1996 legislative session, the General Assembly enacted legislation providing for performance audits of county school boards, effective July 1, 1996. Subsection 5-110 (a) of the Education Article defines a performance audit as an assessment of an entity's or program's practices to determine whether the entity or program is operating economically and efficiently and whether corrective actions for improving its performance are appropriate. Prior to this legislation, county governments were limited in the scope of an audit of the school board's financial transactions and accounts. In the absence of an agreement between a county governing body and a county school board to perform or contract for a performance audit of school functions, the Maryland State Department of Education, at the request of the county governing body, shall contract for a performance audit of the county public school system to address the issues raised by the county. According to the department, to date no county has requested a performance audit since the legislation went into effect.

Local Summary

Local governments have a significant role to play in school based financial accountability. The relationships between local boards of education and local governments determine the amount of oversight given to the financial transactions of the local board of education. Ideally, the two bodies work together and determine the appropriate funding levels to ensure adequate resources for the local school systems. However, each jurisdiction is different. Accordingly, relationships vary with considerable oversight provided by some of the larger county governments and greater flexibility in regards to financial oversight provided by some of the smaller counties. While the State education statute has ensured that counties maintain their previous commitments to local education through the maintenance of effort requirements, it has also provided county governments with several mechanisms for overseeing school board budgets including: the ability to reduce budgets in broad spending categories; annual reports provided by the board reporting on the condition, current accomplishments, and needs for improvement of the schools; a statement of the business and financial transactions of the board; at the request of the county governing body a semi-annual school system operations report; and beginning July 1, 1996, performance audits of the local school systems.

Exhibit 5

Maryland State Department of Education
Requested and Approved Maintenance of Effort Exclusions
As of August 6, 1997

County	Fiscal 1996		Fiscal 1997		Fiscal 1998	
	Requested	Approved	Requested	Approved	Requested	Approved
Calvert County	$748,488	$748,488	$1,517,664	$816,624	$1,046,348	Pending
Carroll County			$179,177	$0	$400,000	Pending
Cecil County					$1,017,606	$1,017,606
Charles County			$1,221,000	Withdrawn		
Frederick County	$446,289	$64,399	$533,637	$283,100		
Montgomery County			$1,884,740	$1,256,138		
Queen Anne's County	$282,520	Withdrawn	$188,000	Withdrawn		
St. Mary's County			$916,767	$666,729		
Somerset County					$51,000	Pending
Talbot County					$384,446	$384,446
Washington County	$400,000	$400,000	$300,000	$300,000	$2,118,000	Pending
Worcester County					$1,376,762	$1,376,762

Recent Efforts To Enhance Financial Accountability

In recent years there has been increased attention given to financial accountability. Several recent initiatives have occurred at the State level to create more accountability in public education.

Beginning in January of 1993, the State Department of Education began its fourth revision of the *Financial Reporting Manual*. The intent was to sharpen expenditure definitions; address issues that had arisen since the last printing of the manual (1983); create a structure that would crosswalk cleanly to federal reporting guidelines; and prepare a revised manual which would minimize reporting discrepancies between the LEAs. The manual went through several draft versions and incorporated many of the concerns of the LEAs. In July 1995, the draft version of the manual revisions was released. The manual was further adjusted to reflect changes that were made due to legislation passed during the 1996 session. A final version of the manual is being used by the counties for fiscal 1998 and is available from the department. The expectation is that the revision of the manual will improve comparability between LEA financial reports.

During the 1996 Legislative Session the General Assembly passed legislation which altered the reporting requirements for the county boards of education and changed the maintenance of effort requirements for education funding. The legislation was originally proposed on behalf of the Maryland Association of Counties (MACO) in order to address county concerns that their limited fiscal control over school boards impeded their ability to hold the school systems accountable. The General Assembly amended the legislation to address some of the concerns of local boards of education that the legislation would permit counties to micro-manage the school systems and reduce the local government's financial commitment to education. In final form, the legislation (House Bill 7 of the 1996 Session) created the additional budget categories described above to provide the counties with greater control over public school spending, increased the school boards' reporting requirements to permit additional fiscal oversight, and permitted certain waivers from the counties' maintenance of effort requirements to accommodate severe fiscal hardships and to recognize non-recurring, one-time investments.

Additionally, in a report issued by the Office of Legislative Auditors on LEA fiscal accountability the auditors recommended that the Maryland State Department of Education implement a comprehensive financial reporting model to provide consistency in reporting and to facilitate monitoring of school expenditures. During the 1997 legislative session, the joint budget committees of the Maryland General Assembly held a briefing to learn more about financial reporting models. A spokeswoman from Coopers and Lybrand discussed a program called Insite.

Insite is a financial analysis model for education that utilizes a relational database to maintain detailed records on expenditures. Currently, Harford County is the only county in Maryland that utilizes this system for financial reporting. Insite uses existing financial data and reformats that data into management reports which, can answer simple questions, like "How much money is spent in each classroom on instruction?" or "How much money is spent in the school system on bi-lingual education?" With Insite, data can be aggregated by program, by function, by organizational location, by school, and even by classroom. As a result, educators and public policy makers can analyze school specific spending, program costs, classroom efficiencies, or equity between schools and programs. The information can be used to develop benchmarks and perform trend analysis, which can assist in evaluating the effectiveness of current expenditures and provide direction for future investment.

In the 1997 Session Joint Chairman's report the budget committees indicated their strong support of the Legislative Auditor recommendation to pursue implementation of a financial reporting model by all LEAs and to require consistent reporting of information to the State Department of Education. The committees believe that the availability of financial information organized in a manner which facilitates meaningful analysis of LEA expenditures can assist the State Department, local governments, and LEAs in making decisions to improve the efficiency and quality of education.

Legislative Auditors Findings

The Office of Legislative Audits (OLA) conducted a performance audit of the Maryland State Department of Education's procedures for distributing and monitoring State aid to local education agencies (LEAs). The audit was initiated for two reasons. First, OLA identified accountability for State education aid as an area warranting in-depth review. In addition, OLA noted that procedures for auditing student enrollment, a key component for distributing aid, could be improved during the last regular fiscal/compliance audit of MSDE.

OLA issued two reports as a result of this audit:

- *Significant State and Local Education Aid Paid For Which Local Education Agencies Could Not Substantiate Minimum Student Enrollment Requirements: Monitoring Needs To Be Improved* - August 1996

- *Local Education Aid Not Subject To Sufficient Fiscal Accountability: Analysis and Monitoring Of Local Education Agency Operating Expenditures Needs To Be Performed* - December 1996

Enrollment (August 1996 Report)

The Office of Legislative Audits (OLA) reviewed random samples of students from five local education agencies (LEAs) records to test the validity of reported enrollment. The sample results included instances of students who were ineligible to be counted as enrolled as well as students for which necessary documentation was lacking.

The report included the following recommendations:

- The department should determine, in conjunction with the General Assembly, the appropriate action to take for students for which enrollment requirements could not be substantiated.
- The department should ensure that LEA attendance procedures are revised to adequately document attendance and residency requirements and institute more comprehensive monitoring and auditing procedures for all LEAs.
- The role of the department, LEAs, and local subdivisions in monitoring compliance with enrollment requirements should be better defined.
- The department should consider fostering legislation to distribute basic current expense aid to LEAs based on a method that would provide a financial incentive for improving attendance.

The department generally agreed with the recommendations but stated that their implementation would require additional resources. The Special House Committee on School Enrollment Management was appointed to address the finding in the report. As a result of joint hearings of the General Assembly, task forces were formed by MSDE to recommend revisions to the enrollment regulations and the department's auditing procedures. The task forces are scheduled to report back to the committees in the fall of this year.

Accountability (December 1996 Report)

The Office of Legislative Auditors (OLA) evaluated the procedures used at the State and local level to analyze and monitor LEA operating expenditures. OLA also analyzed LEA operating expenditures to identify variances, trends, and ratios which may be indicative of inefficiencies and warrant further review. OLA concluded that the 24 LEAs are not subject to sufficient accountability. Oversight at both the State and local level is minimal. Improvements in the analysis and monitoring of LEA expenditures is needed. The audit report acknowledged that the LEAs have been given a significant level of autonomy, and that there may be reasonable explanations for certain variances, trends, and ratios. However, OLA believes that steps need to be taken to increase LEA fiscal accountability considering the magnitude of State and local aid. The report included the following recommendations:

- The department should establish a plan to perform financial analyses to monitor LEA operating expenditures. These efforts should help to identify those LEAs that may be able to enhance operating efficiency. Results should be reviewed with local governments and LEAs to determine if action needs to be taken to improve performance.

- The department should implement a comprehensive automated financial reporting model for use by all LEAs in reporting financial and related statistical information. Information from the system could be used by the State, local governments, LEAs, individual schools, and others to evaluate fiscal performance and efficiency.

- The department, in cooperation with local government, should foster legislation requiring LEAs to periodically undergo audits to assess their efficiency and compliance with fiscal and other requirements. The auditors should adhere to professional auditing standards and have unlimited access to LEA records.

The department agreed with OLA findings but expressed concern with the recommendations due to limited resources and the nature of its relationship with the LEAs.

School Reform Initiatives in Maryland: The Maryland School Performance Program

Beginning in the 1980s, attention at both the State and federal level shifted from evaluating the accountability of schools and school systems by measuring education "inputs" to instead measuring education "outputs". Accordingly, policy makers began to emphasize the importance of establishing education goals and implementing measurements of the progress towards achievement of those goals. For example, the 1989 report of the Governor's Commission on School Performance recommended systemic school reform and the development of new measurements of school accountability for higher academic performance by all students. The Governor's Commission on School Performance emphasized the need for a school performance program based on three premises:

- all children can learn;

- all children have the right to attend schools in which they can progress and learn; and

- all children should have a real opportunity to learn equally rigorous content.

In 1989, President Bush and the nation's governors established a set of national education goals to be achieved by the year 2000. On March 31, 1994, President Clinton signed into law the Goals 2000: Educate America Act, which codified into law the education goals. Two examples of these goals are:

- American students will leave fourth, eighth, and twelfth grades having demonstrated competency over challenging subject matter including English, math, science, arts, foreign language, history and geography, civics and government, and economics; and

- the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to gain the knowledge and skills needed to instruct and prepare all American students for the next century.

In response to the recommendations of the Commission on School Performance, in 1990 the State Board of Education established the Maryland School Performance Program. The program seeks to increase accountability for student performance at the school building level. The State Board of Education also adopted various schools for success goals for public education by the year 2000, including:

- 95 percent of Maryland students will start first grade ready to learn as demonstrated by readiness assessments;

- Maryland will rank in the top five states in the nation on national and international comparisons of student achievement and other measures of student success;

- 100 percent of Maryland's students will be functionally literate in reading, writing, mathematics, and citizenship;

- 95 percent of Maryland's students will achieve satisfactory levels of achievement in mathematics, science, reading, social studies, and writing-language arts on State-developed assessment measurements;

- 50 percent of Maryland's students will achieve excellence levels in mathematics, science, reading, social studies, and writing-language arts on State-developed assessment measurements; and

- the number of Maryland students pursuing postsecondary studies in mathematics, science, and technology will increase by 50 percent.

Prior to the establishment of the Maryland School Performance Program, the State Department of Education lacked an adequate data base to accurately measure the performance of schools. The inadequacy of the data base highlighted the lack of accountability. In response, beginning in 1990, the State Board of Education began to approve a series of School Performance data-based areas to measure school characteristics and school performance. Data-based areas measure how well schools, school systems, and the State prepare each student for higher education and successful careers. This initial effort culminated with a group of "learning outcomes" that were expected for students in grades 3, 5, 8, and 11. These learning outcomes consist of the skills and knowledge that students should have in mathematics, reading, writing, language usage, social studies, and science.

There are four major elements of the Maryland School Performance Program:

- Indicators and standards of student participation and achievement (data-based areas)
- Maryland School Performance Report
- School improvement process
- Sanctions and recognition

Indicators and Standards of Student Participation and Achievement

The goal of the indicators and standards of student participation and achievement is to measure the progress of schools, school systems, and the State to ensure that all students learn and later succeed in their chosen careers. The State has established high standards with the goal that the standards will be achieved by the year 2000 as a result of consistent improvements in school performance. The indicators measure: 1) assessed knowledge, as measured by the Maryland Functional Tests and the Maryland School Performance Assessment Program; and 2) student participation, as measured by attendance and dropout rates.

Maryland School Performance Report

Each November, the State Department of Education must publish the Maryland School Performance Report for State and School Systems and each local school system must publish the Maryland School Performance Report for School Systems and Schools. These reports constitute the major accountability element of the Maryland School Performance Program. Each school has an improvement team that utilizes the data as the basis for instructional and program decisions. Local school systems and the State utilize the data to identify schools in need of assistance or to recognize the achievement of schools.

The Maryland School Performance Report consists of eight parts: 1) assessed student knowledge, which includes the Maryland Functional Tests and the Maryland School Performance Assessment Program; 2) student participation, which includes attendance and dropout rates, enrollment numbers, and student mobility (entrants include the number and percentage of students who transferred into a system and withdrawals include the number and percentage of students who transferred out of a system or who dropped out of school); 3) students receiving special services, which includes limited English proficiency students, Title I students, students with disabilities, and students receiving free/reduced price meals; 4) other factors, which include financial and staffing information; 5) first graders with kindergarten experience; 6) high school program completion, which includes the number and percentage of graduates who completed minimum course requirements for entry in the University of Maryland system, who completed an approved occupational program, and who completed both university and occupational requirements; 7) grade 12 documented decisions regarding post graduation plans; and 8) school improvement notes written by local school system staff.

Maryland School Performance Assessment Program

The State Department of Education implemented the Maryland School Performance Assessment Program (MSPAP) in 1991. Each May, the tests require approximately 170,000 students in grades 3, 5, and 8 to apply what they know about reading, writing, language usage, mathematics, science, and social studies. Each student participates in nine hours of testing over a five day period consisting of one hour and 45 minutes of testing time per day. The tests require students to apply knowledge across various subject areas. The students work both in groups and independently to demonstrate reading for general understanding, writing to communicate clearly, making accurate arithmetic calculations, understanding scientific concepts, and identifying historical and geographic information. The tests emphasize higher order skills, for example, supporting an answer with accurate information, predicting the outcome of an experiment and comparing the results to the prediction, and comparing and contrasting information.

The primary purpose of MSPAP is to measure school performance. However, information concerning individual student performance is also available. The Maryland School Performance Report includes the following MSPAP information: 1) the number of students tested; 2) the number absent or excused from the test; 3) the number of exemptions for special education and limited English proficiency students; and 4) the number of second semester transfer students. The State Department of Education report results as the percentage of students scoring at the satisfactory level and the percentage scoring at the excellent level.

An independent scoring contractor that uses trained Maryland teachers collects and scores the tests. For approximately 20 days in June and July, approximately 650 Maryland teachers at four sites score the MSPAP tests. These teachers receive training prior to the commencement of scoring. In addition, they must take tests that access their ability to accurately score. The State Department of Education has implemented various quality control measures to further ensure the accuracy of scoring. For example, accuracy sets are administered on two or three mornings each week of scoring to determine whether teams of teachers maintain appropriate levels of accuracy during the scoring process. A teacher who scores below 70 percent on any accuracy set immediately receives additional training from a Scoring Coordinator or Team Leader. The teacher may not cease retraining until resolution of the scoring problem occurs. The teacher may be dismissed from the scoring project if resolution of the scoring problem does not occur.

High School Assessment Program

In July 1995, the State Board of Education proposed the High School Assessment Program as an extension of the Maryland School Performance Assessment Program. Whereas the current MSPAP focuses on the performance of schools, the high school assessment will focus on both individual student performance and school performance. The implementation of the tests is planned to begin with the graduating class of the year 2004. The State Board of Education has not made any decisions regarding how to link the high school assessments to the Maryland High School Diploma. The Board is studying various possibilities, including requiring students to pass all of the tests or some of the tests, requiring students to achieve an overall score for all of the tests, or factoring test scores into course grades. The Board is also considering procedures for how to assist students who initially do not pass the tests. The local school systems will make the final determinations concerning those procedures.

In February 1997, after consultation with the College Board and Educational Testing Service, the State Board approved a test design that combines test questions that require short and long answers with multiple choice questions. Some of the assessments may require students to engage in certain activities prior to taking the test, for example, reading specified material or conducting a classroom science experiment.

The high school assessments will set higher standards than the Maryland Functional Tests, which were designed as minimum competency tests that measure a small number of basic skills and functional knowledge. It is likely that the high school assessments will replace the Maryland Functional Tests.

Maryland Functional Tests

In order to graduate from a Maryland high school, all students must achieve basic competencies in reading, mathematics, writing, and citizenship. Functional tests, which reflect classroom instruction, assess whether a student has attained these competencies. The Maryland School Performance Report includes the following functional test results for students in grades 9 and 11: 1) the number taking or refusing to take the test; 2) the number absent or exempt; and 3) the number passing each test by the end of the school year. The Baltimore City, Frederick, Howard, Montgomery, Washington, and Wicomico school systems report the results for the citizenship test at the end of grade 10.

Beginning with the 1996-1997 school year, local school systems must initially administer to students at or before grade eight the Maryland Functional Reading Test, the Maryland Functional Mathematics Test, and the Maryland Writing Test. The Maryland Test of Citizenship Skills may be administered initially to grade seven students but not later than to grade 10 students. The local school system may determine whether to administer the citizenship test initially to grade seven students. Local school systems administer the various tests at least twice a year.

Exhibit 6
Testing in Maryland

Type of Test	Time Frame for Administration of Test	Test Population
Maryland School Performance Assessment Program	May of each year	Grades 3, 5, and 8
Maryland Functional Tests	A minimum of twice each year	Grades 6 through 10, depending on test and local school system
National Assessment of Educational Programs	1998	Sample population reading in grades 4 and 8, writing in grade 8
	2000	Sample population mathematics and science in grades 4 and 8
	2002	Sample population reading and writing in grades 4 and 8
Comprehensive Test of Basic Skills	Every other year during April	Grades 2, 4, and 6, sample or census population at discretion of local school system

Administration of Additional Tests

Since 1969, the National Assessment of Educational Progress (NAEP) has tracked national educational progress through periodic education assessments in a variety of curriculum areas. Since 1990, the NAEP has conducted four rounds of voluntary data collection assessing the performance of individual states. The data enables states to make comparisons to national performance and to various subgroups and make comparisons to other states. To date, Maryland has participated in both the national and state sampling levels. In the future, Maryland will participate in the following sampling levels: 1) in 1998, for reading in grades four and eight and for writing in grade eight; 2) in 2000, for mathematics and science in grades four and eight; and 3) in 2002, for reading and writing in grades four and eight.

In addition, The State Department of Education requires all local school systems to administer the Comprehensive Test of Basic Skills (CTBS/5) every other year in grades two, four, and six. Each system may opt for sample or census administrations. The State Department of Education draws the sample to be representative of the school system. The minimum sample size is 200 students per grade. In 1989, the CTBS/5 replaced the California Achievement Test as a means of comparing Maryland students to a national sample of students. For example, in the spring 1997 administration of the CTBS/5, Prince George's County tested the following groups of students: 1) grade two: census testing; 2) grade four: ten percent sample; and 3) grade six: ten percent sample.

School Improvement Process

Each school that has not met the satisfactory standard on one or more of the State data-based areas must develop a school improvement plan. The school must designate a school improvement team. The team must evaluate the results of the annual school performance report and design a plan to further improve the performance of the school. The plan should be comprehensive, include all program areas, and address all local, State and Federal expectations of all students. The plan must:

- address each data-based area where satisfactory or excellent standards have not been met for any student performance area in the most recent Maryland School Performance Report;
- include timelines to meet the standards;
- include all students, for example, students with disabilities;
- be developed by a local school system approved and school-based decision-making process; and
- be completed and revised annually.

In 1996 the Maryland State Department of Education (MSDE) developed the School Improvement Plan Approval Process (SIPAP) to establish a minimum standard for the development and review of school improvement plans. MSDE recognized a lack of consistency in the review of school improvement plans. SIPAP became the standard for school improvement plans under the Targeted Poverty Grant Program, the Challenge Schools Program, and the Reconstitution - Eligible Schools Program. All MSDE program areas involved in either providing technical assistance on school improvement plan development or in reviewing plans must use the SIPAP process. In order to support the implementation of SIPAP a training program was developed for both MSDE and local school system staff. MSDE has provided training to 307 people as of August 1997. In addition, MSDE staff "certified" four trainers in Baltimore City and one in Baltimore County (at the request of these systems) so they can provide direct training, technical assistance, and follow-up to schools (especially low performing schools).

Sanctions and Recognition

The goal of the Maryland School Performance Report is to garner public awareness of and accountability for the success or failure of a school. In order to facilitate the improvement of the performance of low-performing schools, the State:

- monitors schools making inadequate progress and designates certain schools as "reconstitution-eligible";
- provides additional resources for low-performing schools through the Schools for Success Challenge Grant Program; and
- distributes recognition awards to schools demonstrating substantial improvement.

Reconstitution-Eligible Schools

A school that does not meet all satisfactory or better standards in the State student performance areas and its average of results in those areas is below satisfactory and declining or a school that does not meet all satisfactory or better standards in student performance areas and its average of results in those areas does not show substantial and sustained improvement through implementation of its school improvement plan becomes eligible for State reconstitution (COMAR 13A.01.04.07). Under State regulations, "reconstitution" means changing one or more of a school's administration, staff, organization, or instructional program. Reconstitution may include contracting with a third party, either a public or private entity, pursuant to conditions established by the State Board of Education. The contract must include specific benchmarks to measure the performance of the third-party contractor. The regulations establish procedures for identifying reconstitution-eligible schools and enabling these schools to address their specific problems. State reconstitution of a school is a measure of last resort, if the local reconstitution effort has not enabled the school to meet State standards or make progress towards meeting those standards.

Local Board Reconstitution

Each January, the State Superintendent of Schools identifies reconstitution-eligible schools and notifies the local board of education and the local superintendent of schools of the names of those schools in their jurisdiction. The president of the local board of education and the local superintendent may receive an opportunity to present extenuating circumstances concerning a reconstitution-eligible school. By February 1, of each year, the State Superintendent must notify the local board of education and the local superintendent of the names of schools that are recommended for local reconstitution. Under proposed regulations, by April 1, the local board of education must submit to the State Board of Education a reconstitution proposal that is school-specific and includes specified components. The State Board of Education, with the advice of the State Superintendent, may approve, approve with conditions, or reject the reconstitution proposal. If the State Board approves or approves with conditions the proposal, the local board must submit a transition plan to the State Board by June 1 that includes specified components. The State Board, with the advice of the State Superintendent, may approve, approve with conditions, or reject the transition plan. If the State Board approves or approves with conditions the transition plan, the local board must submit a long-term reconstitution plan to the State Board by May 1 of the year following notification from the State Superintendent that a school is reconstitution-eligible. Each year of the approved long-term plan, the local board must submit to the State Board an annual update that includes a progress report.

State Board of Education Reconstitution

If the State Board of Education rejects a local board of education reconstitution proposal, a transition plan, a long-term reconstitution plan, an annual plan update, or approves the recommendation of the State Superintendent for State Board of Education reconstitution of a school, the State Board must determine the program and management reconstitution of the school. The State Board may order the operation of a school under contract with a third party pursuant to conditions established by the State Board of Education.

Penalties

Under State regulations, if a local school system fails to comply with any of the applicable reconstitution regulations, the State Superintendent of Schools may require the State Comptroller to withhold from the school system all or any part of an appropriation made by the General Assembly and any other payment from funds budgeted by the State.

Number of Schools Subject to Reconstitution

In January 1994, two high schools were identified for local reconstitution. Each school submitted a plan for local reconstitution that was approved by the State Board. In February 1995, two middle schools and one elementary school were identified for local reconstitution. Each school submitted a transition plan and a long-term plan that were approved by the State Board. In February, 1996, 37 schools were identified, including 25 elementary schools, five middle schools, and four high schools. In January 1997, 10 schools were identified, including seven elementary schools, two middle schools, and one high school. Currently, 52 schools are operating under restructuring plans. Fifty of these schools are located in Baltimore City. Of the remaining two schools, one is in Anne Arundel County and the other is in Somerset County.

Schools for Success Challenge Grant Program

The General Assembly established the Schools for Success Challenge Grant Program in 1992. The goal of the program is to provide additional funding to improve student and school performance as measured by the Maryland School Performance Program. The State Department of Education, with the concurrence of the appropriate local board of education, selects the public schools to receive the challenge grants. Schools that are eligible to participate in the program are low-performing schools in the State data-based areas or meet other criteria, for example, high student mobility rate or a large population of limited English proficiency students. Each participating school must develop and submit to the State Department of Education a school improvement plan that details the areas of need of the school and how the school will improve those areas. A plan must include measurable goals and objectives and specific strategies and activities. The majority of plans have concentrated on student achievement, student attendance, and school climate. The State Department of Education releases funds to a school after it approves the school's plan.

The level of funding for these grants is at the discretion of the Governor and the General Assembly. The State 1996, 1997, and 1998 budgets each included $7.6 million in State aid for challenge grants. The grant award to a school decreases each successive year of participation as the school strengthens its ability to sustain the reforms. Schools have used the funds to: 1) purchase additional instructional technology and other materials; 2) conduct summer and after-school programs; 3) provide additional staff development; and 4) hire additional staff to reduce class sizes and provide additional pupil services. The State Department of Education also provides technical assistance and staff development to the participating schools.

School Performance Recognition Awards

In 1996, the General Assembly established the School Performance Recognition Awards to reward a school that shows substantial improvement towards meeting standards established by the State Board of Education for the data-based areas of the Maryland School Performance Program. The legislation required the State Board of Education to establish guidelines for the determination of eligibility for and distribution of the awards. Consistent with the goal of individual school improvement under the State's program of school reform, the identification of schools to receive awards is based on a methodology that measures a school's progress relative to its own prior performance rather than relative to the performance of other schools. In addition, a school must demonstrate substantial and sustained improvement over a minimum of two years that is a result of systemic change. The State Department of Education measures progress using the School Performance Index.

To the extent that funds are provided in the State budget, the State Superintendent of Schools must annually distribute recognition awards to elementary and middle schools that show substantial improvement towards meeting standards of the Maryland School Performance Program. The fiscal year 1997 and 1998 budgets included a $2.75 million appropriation in State Aid to initiate the program. The State Department of Education estimates that approximately 10 percent of elementary and middle schools may qualify for awards each year. Most recently, 102 schools received monetary awards of up to $51,000 for demonstrating two consecutive years of substantial MSPAP improvement. The amount of each schools's award depends on the number of schools qualifying for the awards and the enrollment of each school receiving an award. An additional 321 schools received certificates for one year of substantial improvement. The school improvement team of a recipient school must determine the use of the award subject to these conditions: 1) funds are in addition to and may not supplant federal, State, and local funds regularly appropriated for use by the school; 2) funds may not be used for staff bonuses or differential pay increases; and 3) funds must be expended in accordance with the policies and procedures of the local school system.

Outcomes from the Maryland School Performance Program

The Maryland School Performance Report Card shows that the performance of students varies greatly among the 24 local school systems. The challenge set up by the State Board of Education is to have the Maryland School Performance goals met by each local jurisdiction by the year 2000. The Board set performance levels for passing the Maryland Functional Tests and for dropout, attendance, and promotion rates. In 1993 the Board set additional standards for the Maryland School Performance

Assessment Program. The standards were set to be rigorous, yet attainable. Maryland devised a range of satisfactory and excellent performance standards. Each elementary and middle school is challenged to meet the satisfactory standard of having 70 percent of its students scoring at the satisfactory level on MSPAP by the year 2000.

The 1996 report card shows that statewide, many of the jurisdictions are approaching but have not reached the standards for functional tests by grades 9 and 11, attendance rates in grades 7 through 12, and dropout rates for grades 9 through 12. **Exhibit 7** summarizes the 1996 report card results for each school system for the functional tests and other measures that have been used as performance standards since 1990. Seven of the 24 jurisdictions have reached the State satisfactory standards for all eight functional tests. As well, the report card does reflect steady improvement over the past six years in dropout and attendance rates. The State's dropout rate has declined by nearly two percentage points since 1990, down to 4.58 percent. However, only eight jurisdictions have reached the State standard for dropout rates.

Beginning in 1993, the State began including results from the Maryland School Performance Assessment Program (MSPAP) in the report card. **Exhibit 8** summarizes the composite results of each school system over the past four years on the MSPAP. Schools and jurisdictions are compared to a State-prescribed standard, and schools are rated as excellent, satisfactory, or standards "not met." For a school to reach the satisfactory standard, 70 percent or more of the students must achieve the State's "absolute" standard of satisfactory. Although in the 1996 report card, some individual schools have met at least one of the MSPAP standards, no school system has met the "satisfactory standard" for any grade or subject area. MSPAP scores vary significantly from school to school.

For historical perspective, MSDE has developed a composite of scores that shows the trends from 1993 to 1996 among the jurisdictions. This composite enables comparison between years as well as shows the distance each jurisdiction is from the 70 percent goal for the year 2000. The results indicate that:

- All 24 jurisdictions are performing better than in 1993;
- The number of school systems with at least 40 percent of students scoring satisfactory on the MSPAP tests increased from four in 1993 to 16 in 1996;
- Each jurisdiction will have to repeat the growth achieved in the last four years during the next four years to reach the goals for the year 2000 and 15 jurisdictions will have to more than double their growth;
- 15 of 18 MSPAP areas are higher in the 1996 report card than in 1995;

Exhibit 7

1996 Maryland School Performance Report Results

Jurisdiction	Maryland Functional Tests Grade 9 Status				Maryland Functional Tests Grade 11 Status					Attendance Rate (Yearly)		Dropout rate
	Reading EX= 97% SAT= 95%	Mathematics EX= 90% SAT= 80%	Writing EX= 96% SAT= 90%	Citizenship EX= 92% SAT= 85%	Reading EX= 99% SAT= 97%	Mathematics Ex= 99% SAT= 97%	Writing EX= 99% SAT= 97%	Citizenship EX= 99% SAT= 97%	assed all tests EX=96% SAT=90%	Grades 1-6 EX= 96% SAT= 94%	Grades 7-12 EX= 96% SAT= 94%	Grades 9-12 EX= 1.25% SAT= 3%
State	97.2	83.0	$\boxed{82.5}$	$\boxed{83.1}$	99.6	$\boxed{95.9}$	97.7	$\boxed{95.5}$	91.8	95.1	$\boxed{91.4}$	$\boxed{4.58}$
Allegany	98.1	87.8	91.4	85.0	99.6	98.6	98.4	$\boxed{95.4}$	93.6	96.0	94.5	2.68
Anne Arundel	97.7	92.9	91.6	$\boxed{84.3}$	99.8	99.1	98.8	98.2	96.6	95.7	94.0	$\boxed{4.87}$
Baltimore City	$\boxed{90.6}$	$\boxed{46.2}$	$\boxed{54.3}$	$\boxed{67.8}$	98.0	$\boxed{81.6}$	$\boxed{89.6}$	$\boxed{81.9}$	$\boxed{69.0}$	$\boxed{92.1}$	$\boxed{80.1}$	$\boxed{13.78}$
Baltimore	98.1	85.0	$\boxed{84.7}$	$\boxed{82.3}$	99.7	$\boxed{96.5}$	98.3	$\boxed{95.7}$	92.3	95.5	$\boxed{93.3}$	1.49
Calvert	98.5	92.5	96.9	90.3	100.0	99.1	99.7	99.5	98.3	95.6	94.4	$\boxed{3.96}$
Caroline	97.5	97.0	$\boxed{71.2}$	92.6	99.3	98.6	$\boxed{92.2}$	97.3	$\boxed{88.8}$	95.9	$\boxed{93.6}$	$\boxed{6.37}$
Carroll	98.6	92.7	95.4	88.5	100.0	99.0	99.7	98.0	97.0	96.0	94.2	3.00
Cecil	98.7	86.4	$\boxed{89.5}$	$\boxed{83.8}$	99.9	98.2	99.6	98.3	96.7	95.5	$\boxed{92.3}$	$\boxed{4.31}$
Charles	97.9	88.2	90.1	89.3	99.5	98.0	99.3	99.2	96.8	95.1	$\boxed{91.6}$	$\boxed{3.29}$
Dorchester	98.4	95.2	92.5	$\boxed{83.6}$	98.8	99.2	98.4	$\boxed{96.3}$	94.3	95.6	$\boxed{93.7}$	$\boxed{5.11}$
Frederick	98.7	94.1	92.1	91.7	99.8	98.6	99.2	$\boxed{96.8}$	95.3	95.4	$\boxed{92.5}$	2.33
Garrett	99.2	96.3	93.9	90.7	99.7	98.6	97.7	98.0	95.4	96.2	95.0	$\boxed{4.31}$
Harford	98.8	91.1	$\boxed{85.2}$	$\boxed{84.5}$	99.8	99.4	99.0	98.2	97.2	96.0	94.0	$\boxed{3.76}$
Howard	99.0	90.2	92.0	93.9	99.8	98.0	98.6	97.8	95.4	96.3	95.0	2.26
Kent	100.0	97.6	99.0	88.1	99.4	99.4	98.8	99.4	98.7	95.3	$\boxed{92.1}$	$\boxed{4.14}$
Montgomery	99.0	94.0	$\boxed{86.4}$	91.3	99.7	97.8	99.0	$\boxed{96.4}$	94.4	95.5	$\boxed{93.6}$	1.88
Prince George's	97.7	82.0	$\boxed{83.5}$	$\boxed{72.3}$	99.6	$\boxed{94.7}$	98.3	$\boxed{95.7}$	90.6	95.2	$\boxed{90.0}$	$\boxed{3.66}$
Queen Anne's	98.2	93.1	$\boxed{87.8}$	87.4	99.7	98.6	98.1	97.3	95.3	95.5	$\boxed{93.0}$	2.31
Somerset	98.3	91.3	$\boxed{79.7}$	85.5	100.0	97.7	$\boxed{92.2}$	99.5	90.4	95.0	$\boxed{93.1}$	$\boxed{5.57}$
St. Mary's	98.8	87.5	61.3	87.3	100.0	98.9	97.7	98.7	95.9	95.4	$\boxed{93.3}$	2.90
Talbot	98.3	96.1	$\boxed{83.7}$	87.0	100.0	100.0	$\boxed{96.8}$	98.6	95.5	95.9	$\boxed{93.4}$	$\boxed{3.02}$
Washington	98.4	92.2	$\boxed{88.8}$	$\boxed{84.5}$	99.8	98.5	98.2	98.7	96.1	96.2	95.1	$\boxed{4.18}$
Wicomico	97.5	$\boxed{77.3}$	$\boxed{86.7}$	92.1	99.6	$\boxed{94.9}$	98.3	$\boxed{96.7}$	92.1	94.9	$\boxed{91.8}$	$\boxed{6.63}$
Worcester	98.5	86.5	$\boxed{89.3}$	87.1	99.5	98.0	98.2	97.3	94.3	95.4	$\boxed{93.6}$	$\boxed{5.10}$

Key: EX = Excellent Performance
SAT = Satisfactory Performance
Boxed areas indicate areas where performance standards were not met

Source: Maryland School Performance Report 1996

Exhibit 8

The Maryland School Performance Report -- Four Year Trends and Distance From the Goal Set for the Year 2000

School System	1993	1994	1995	1996	Change 1995-1996	Growth 1993-1996	Distance to Goal of 70%	1996 State Rankings
Allegany	26.5	28.8	37.2	40.2	3.0	13.7	29.8	16
Anne Arundel	36.6	41.5	44.5	47.3	2.8	10.7	22.7	8
Baltimore	34.9	39.6	44.5	44.7	0.2	9.8	25.3	13
Baltimore City	10.4	11.7	13.8	13.5	-0.3	3.1	56.5	24
Calvert	34.6	38.9	48.8	48.9	0.1	14.3	21.1	7
Caroline	25.1	29.5	34.7	38.7	4.0	13.6	31.3	18
Carroll	42.0	48.1	51.1	55.3	4.2	13.3	14.7	2
Cecil	32.4	38.7	42.5	41.5	-1.0	9.1	28.5	15
Charles	30.1	33.0	34.5	38.5	4.0	8.4	31.5	19
Dorchester	21.0	25.1	34.1	39.1	5.0	18.1	30.9	17
Frederick	44.5	46.3	54.5	54.2	-0.3	9.7	15.8	3
Garrett	35.6	41.5	46.3	45.4	-0.9	9.8	24.6	14
Harford	38.4	42.2	50.9	52.2	1.3	13.8	17.8	4
Howard	48.7	51.3	56.0	56.9	0.9	8.2	13.1	1
Kent	32.6	45.9	39.6	50.7	11.1	18.1	19.3	6
Montgomery	46.4	47.6	50.7	50.8	0.1	4.4	19.2	5
Prince George's	21.5	24.2	29.9	29.6	-0.3	8.1	40.4	23
Queen Anne's	34.4	40.4	40.7	44.9	4.2	10.5	25.1	12
Somerset	25.3	22.4	24.8	29.8	5.0	4.5	40.2	22
St. Mary's	27.7	38.1	45.4	45.7	0.3	18.0	24.3	10
Talbot	28.4	39.1	38.0	46.5	8.5	18.1	23.5	9
Washington	31.9	35.9	40.7	43.9	3.2	12.0	26.1	14
Wicomico	26.3	28.3	30.2	33.6	3.4	7.3	36.4	21
Worchester	25.3	30.6	35.3	35.8	0.5	10.5	34.2	20
State	31.7	35.3	39.6	40.7	1.1	9.0	29.3	

Note: The numbers for 1993 to 1996 represent the percentage of students reaching the State's satisfactory standard. The State goal is to have each jurisdiction at 70 percent by the year 2000.

Source: Maryland State Department of Education

- The larger jurisdictions showed incremental increases or decreases from the 1995 to the 1996 report cards; and

- 19 school systems are performing at higher MSPAP levels overall than in 1995.

Overall, the State composite MSPAP score was 31.7 percent in 1993 and 40.7 percent in 1996, for a growth of 9 percentage points. To reach the State goal of 70 percent the score would have to grow by 29.3 percent points in the next four years. This is a significant challenge when viewed in the context that many of the large gains achieved in the second and third years have begun to flatten out. From 1995 to 1996, 10 jurisdictions had decreases or increases of less than one percentage point in their composite scores.

Currently the State Department does not have a plan to reward or punish school systems that do not meet the State goal of 70 percent of its students performing satisfactorily by the year 2000. The department has not indicated that it is going to revise the goals that have been set. Additionally, the department remains optimistic that each system can reach the high standards that have been set. However, the State may need to look seriously at the goals they have set for the entire State and adjust them to be more realistic for each jurisdiction. Additionally, if systems are not in compliance with the goals by 2000, the State may need to take additional steps to target resources to get compliance.

State Uses of the MSPP Outcomes

In the Maryland School Performance Report the data provides a snapshot of each school, school system, and the state. Schools, school systems, and the state use the data in this report and other critical locally defined information to make instructional improvement decisions, to improve performance, and to measure improvement from year to year. The Maryland State Department of Education (MSDE) requires local school systems to submit all data to be published in the annual report card by August 15 of each year. MSDE edits and reviews the data; compares it with previous years to assure accuracy; and sends school systems a printed data report and an electronic data file.

In each content area, Maryland School Performance Assessment Program (MSPAP) results are reported through five proficiency levels, with level 1 being the most proficient. A complete MSPAP score does not exist for an individual student. The needed performance assessment information is available at the school, system, and state levels. School systems will make student test results available to parents, but student MSPAP data are only useful in context with all the measures and observations available for an individual child.

MSDE also produces the school performance index (SPI) and the composite index (CI), the critical summary factors that provide annual reflections of school improvement. The SPI, the weighted average of a school's distance from the satisfactory standards, is used in identifying schools for reconstitution and rewards and recognition. The State ties MSPAP results to several funding purposes including challenge schools, reconstitution schools and school performance recognition awards. The challenge school and reconstitution funding is designed to aid individual schools that have poor performance on the MSPAP. The funding for school performance recognition awards is used to reward individual schools that have shown two years of consecutive improvement on their MSPAP results. MSDE established criteria for determining which schools may be eligible for reconstitution using the SPI. The SPI is also used by MSDE to distribute funding for the School Performance Recognition Awards. While there are specific programs set up by the State to facilitate increased performance on State's standards, local education agencies can and are encouraged to use several other programs to direct funding to improve school performance including, current expense aid, compensatory education, and targeted poverty grants.

MSDE also analyzes the relationship between MSPAP results and other indicators. The results guide the department in its policy recommendations and programmatic areas. Findings are shared with the divisions within the department. The divisions are then better prepared to aid and support local jurisdictions based on the trends that have been observed in school systems around the State.

The State sets the basic framework for guiding the Maryland School Performance Program including sanctions and rewards based on overall performance. MSDE has provided school improvement training, shared best practices between schools, and encourages local schools to develop networks between schools. With additional resources the Maryland State Department of Education would be able to do additional analysis of the data and have greater success at disseminating the data. However, by design the State Department of Education has placed the major impetus for improved school performance at the local level and even more specifically at each individual school through the use of school improvement teams.

Local Uses of MSPP Outcomes

Local Education Agency

One of the key goals of the Maryland School Performance Program (MSPP) is to have school level improvement. School achievement must be judged on how well each school is succeeding with its students in meeting the goals of MSPP. Statewide implementation of MSPP requires success in each school in Maryland. Each local jurisdiction is responsible for reporting individual school based results in their own report cards called the *Maryland School Performance Report, School System and School Level*. These reports are in turn to be used by the county or school board to monitor individual school performances.

The amount of analysis performed on the data produced from the Maryland School Performance Assessment Program (MSPAP) varies from jurisdiction to jurisdiction. According to the State Department of Education, some jurisdictions analyze MSPAP performance very successfully and have designed data analysis systems that are very useful in pulling the data apart and making it meaningful for the jurisdiction and the schools. These jurisdictions are actively involved in conducting workshops on how to successfully interpret MSPAP results. Some jurisdictions work very closely with the State Department of Education while others are working with the data on their own. On the other hand, other jurisdictions do not spend as much time interpreting the results. There is not a uniform standard system for making use of MSPAP results. Unless a jurisdiction is looking for support from the department it is left to the jurisdictions discretion of how to make use of the data. The department makes it very clear that jurisdictions should be making use of the data and working with schools that are not improving on school performance. However, there are no controls in place that require analysis of the results to be conducted at the local level.

Individual School

Individual school improvement is at the heart of the Maryland School Performance Program. School Improvement requires: an analysis of current data from the annual performance report to determine where students are performing on each data-based area, decisions about needed changes to ensure improvement in student achievement on each area, and the development of a single, unified school improvement plan with strategies designed to achieve the standards. Schools should actively involve staff members in the analysis of data, in planning, and in decision making for school improvement. The school improvement planning process provides the mechanism to empower the staff to make needed changes by altering their roles, their responsibilities, and the rules under which they operate.

School improvement in Maryland is driven by a practical school-based instructional decision making process. Each school is the center of instructional decision making for its students. It is expected that the school will use its annual Maryland School Performance Program Report data, other locally generated assessment data, and its available resources and sources to make decisions and changes that are needed for each student to achieve at a satisfactory level on each data-based area. To focus on needed changes, the school must develop a school improvement plan patterned after the models used by effective schools. Such a model may include help for a school to decide "what" and "how" to examine and how to apply the results of the examination to the specialities of the school.

It is at the discretion of each school how often the School Improvement Teams review their School Improvement Plans. According to MSDE, most schools will make this a yearly priority in order to review their performance and make adjustments or revisions to ensure that the plan is still meaningful for that school. School improvement should be considered an ongoing process that is contingent upon indicators of progress.

Accountability of Teachers

It is well established that the effectiveness of a school is dependent on the quality of the teaching at the school. Included among the various factors that affect the quality of teaching are the knowledge, motivation, and capabilities of teachers. The State has recognized that improved teacher education and professional development of teachers enhances the expertise of teachers and their commitment to improve student learning. The State has implemented various programs to improve the effectiveness of the education, certification, evaluation, and professional development of teachers in Maryland.

K - 16 Partnership and the Redesign of Teacher Education

The K - 16 Partnership and the Redesign of Teacher Education are two related initiatives, developed by the State Department of Education and the Maryland Higher Education Commission (MHEC), which seek to improve teacher and student performance. The goal of the K - 16 Partnership is the creation of a seamless system of education between public schools and institutions of higher education. Accordingly, the course work in public school systems will better prepare students for undergraduate studies and minimize the need for remedial course work. The Redesign of Teacher Education initiative seeks to improve the preparation of new teachers as well as the professional development of current teachers who teach at schools experiencing major reform under the Maryland School Performance Program. The State Department of Education began to implement the initiative during the 1995 - 1996 school year. The department linked approval of teacher programs to the principles of the initiative, which include:

- a solid foundation in academic discipline for all teacher candidates;
- multiple paths to teacher certification; and
- systemic linkage between teacher education redesign and school improvement efforts.

The department requires colleges and universities that submit teacher education programs for both initial approval and review of current programs to document evidence of progress towards implementation of the redesign principles.

The cornerstone of both of these programs is the use of professional development schools to train teachers. Under MHEC funding and grants from the United States Department of Education and Department of Labor, the State Department of Education is working with local school systems and teacher training colleges and universities to implement a Statewide professional development school network. The goal is to develop an eight year funding plan that would create 240 professional development schools, which is the number believed to be necessary to provide a professional development school experience to all future teacher candidates.

Teacher Certification Requirements

The State Department of Education issues certificates to teachers to ensure that educators possess the minimum essential knowledge and skills needed to achieve outcomes for public education declared by the State Board of Education (COMAR 13A.12.01.01). The State Department of Education maintains certification files for 90,000 certified educators. Of that number, approximately 50,000 are employed in Maryland public schools. Twenty-five percent of all certified educators hold a Standard Professional Certificate, 70 percent hold an Advanced Professional Certificate, and five percent hold less than a professional certificate. The Division of Certification and Accreditation issues more than 14,000 certificates each year.

Rigorous teacher certification requirements are necessary to ensure quality instruction in support of school improvement. The State has undertaken various activities to revise certification requirements, improve professional development opportunities, and redesign teacher education. The State Board of Education adopted regulations that became effective in January 1995, which seek to link the performance and professional growth of a teacher to the maintenance of a certificate (COMAR

13A.12.01). Some of the significant elements of these regulations relate to evaluations and professional development of teachers.

Evaluations of Teachers

Current regulations require a minimum of at least one evaluation each year of an individual holding a standard professional certificate. An evaluation must be based on written criteria established by the local board of education, including scholarship, instructional effectiveness, management skills, professional ethics, and interpersonal relationships. An evaluation must be based on at least two observations during the school year. An individual holding an advanced professional certificate must receive a satisfactory or better performance rating in at least three years of the five year validity period of the certificate. An individual holding an advanced professional certificate who receives an unsatisfactory overall rating must be evaluated at least once annually until receiving a satisfactory rating. An observation, announced or unannounced, must be conducted with full knowledge of the individual. In the event of an overall rating of unsatisfactory, the local school system must provide the individual with a meaningful appeal (COMAR 13A.07.04.01-04.).

Professional Development of Teachers

Professional development is an essential element of a successful system of education, as defined by the National Education Goals 2000, the Business Roundtable Education Public Policy Agenda, and the National Governors' Association. The success of a school correlates with the quality and accessibility of professional development opportunities for its teachers and administrators. In April 1994, the Maryland Business Roundtable for Education (MBRT) established a committee to make recommendations on how to strengthen the role of professional development. In 1996, the State Board of Education endorsed the recommendations of the committee, which emphasize the need to link staff development activities directly to student performance. The plan to implement the recommendations encompasses three areas.

- Implementation of effective professional development practices that are linked to improved student performance. Each school improvement plan must include professional development opportunities that address the specific problems and needs of the school, its staff, and students. The professional development plan of each teacher must connect to the school improvement plan.

- Realignment of existing support systems to create a culture that encourages and sustains effective professional development. Professional development linked to continuous school improvement and student achievement requires a major reevaluation and reallocation of support systems. Schools and school systems need to provide adequate time, financial resources, and technology necessary for quality professional development.

- Establishment of visible leadership and advocacy for professional development. Policy makers, educators, and the public must view professional development of teachers as an essential investment in schools and students.

There are various ongoing activities to implement the plan. The Maryland Business Roundtable has established an Implementation Leadership Committee. The State Department of Education has developed an action plan to implement elements of the recommendations. The plan has also assisted in the creation of the Professional Development Framework for Maryland's High School Improvement Program. In addition, the standards of the National Staff Development Council are being used to guide the development of professional development programs funded by the State Department of Education.

Current regulations require the holder of a Standard Professional II certificate to present a professional development plan designed by the employee in agreement with the local superintendent of schools to satisfy the professional development requirements for the Advanced Professional Certificate. The plan for the holder of a Standard Professional II Certificate or Advanced Professional Certificate must specify at least six semester hours of course work or approved equivalent workshops and other professional activities.

The School Improvement Plan Approval Process includes a training program for the staff of the State Department of Education and local school systems. The staff who review school improvement plans receive nine hours of instruction as well as three hours of assignments to be completed at home. Members of the school improvement teams receive six hours of instruction.

Professional Standards and Teacher Education Board

In 1991, the General Assembly established the Professional Standards and Teacher Education Board in the State Department of Education. Both the State Board of Education and the standards board must develop for consideration regulations for the certification of teachers and other professional personnel and requirements for preparation of teachers and other education personnel. The statute establishes procedures for the approval of regulations adopted by the two boards. The standards board must review the regulations developed by the state board and, likewise, the state board must review the regulations developed by the standards board. Recommendations on regulations that are initiated by the standards board must be implemented unless disapproved by the three-fourths of the members of the state board. Recommendations on regulations that are initiated by the State Board of Education must be implemented unless disapproved by the standards board. Even if the standards board disapproves regulations, they must be implemented if they are approved by three-fourths of the state board.

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards was created in 1987 as a nonprofit, nonpartisan, nongovernmental organization whose mission is to: 1) establish rigorous standards for what accomplished teachers should know and be able to do; 2) develop and operate a national voluntary system to access and certify teachers who meet these standards; and 3) advance related education reforms for the purpose of improving student learning. The board is governed by a 63-member board of directors, the majority of whom are classroom teachers.

Requirements for Certification

The intent of certification by the national standards board is to complement, rather than replace, existing state licensure procedures for novice teachers. During the 1996-1997 school year, the certification program included adolescence/generalist, early adolescence/English language arts, early childhood/generalist, middle childhood/generalist, adolescence and young adult/mathematics, and early adolescence through young childhood/art. The certification process consists of two parts. First, a teacher must prepare a portfolio of student work, videotapes of the teacher and students, and commentaries on the purpose and effectiveness of the lessons taught. Second, the teacher must complete assessment center activities that require the teacher to respond to specific classroom situations and conditions.

Participation of Maryland Teachers

Chapter 179 of the Acts of 1997 establishes the State and Local Aid Pilot Program for teachers who pursue national board certification. Each year, the State Board of Education must select, consistent with the amount provided in the State budget, a maximum of 48 teachers to participate in the program. Each teacher selected to receive aid must receive an amount equal to the certification fee charged by the national board. Each local school system must pay to the State one-third of the certification cost for each teacher who participates in the program who teachers in the system. A teacher who does not complete all the requirements for assessment must reimburse the State the full amount of the aid received to participate in the program The State must reimburse the local system its share upon reimbursement from the teacher.

The State Board of Education has proposed regulations that establish standards for the selection of teachers who will receive financial aid, subject to annual appropriation by the Maryland General Assembly, to pursue certification. The fiscal 1998 budget includes $34,000 for this purpose. The proposed regulations specify eligibility criteria, including three years of successful teaching at one or more early childhood, elementary, middle, or secondary public schools, a valid Maryland professional certificate, and voluntary participation in the national board certification process. A local school system may establish additional criteria for eligibility. Each participating local school system must: 1) establish a diverse selection committee representative of the education community; 2) establish and publicize written criteria, including the criteria described above; and 3) forward names of candidates to the State Board of Education by March 1 of each year. The state board must select finalists by April 1. A teacher who receives a national board certificate will earn six credits toward the renewal of the professional certificate.

The State Board of Education must also establish a statewide staff development plan that utilizes the skills and knowledge of teachers who have obtained national board certification. The state board must report to the Governor and the General Assembly by September 1, 1999 on the status and success of the program. The pilot program terminates on June 1, 2000.

According to the State Department of Education, there are currently no national board certified teachers in Maryland. In contrast, 35 other states have from one to 94 teachers in each state who have received national board certification.

Conclusion

In recent years, the Maryland State Department of Education (MSDE) has concentrated its reform efforts on outcome based measurements including student and teacher performance. It is the belief of MSDE that the intent of the State law is to vest control of local school board budgets and expenditures at the local level. MSDE has indicated that as long as school systems are making progress toward meeting the Maryland School Performance Program standards, control of budgets and expenditures should remain at the local level. The issue then becomes, what actions can the State and local governments take to ensure that when performance measures have not been obtained, that funds are being directed in the most efficient manner to obtain improved performance.

Expenditure by Fund Matrix

Expenditure coding by category and program area is required for Fund 1 - the Current Expense Fund and Fund 3- School Construction Fund. Other Fund types have no category or program levels of detail and require only object/subobject details.

Expenditures by Fund	Current Expense	School Construction	Debt Service	Food Service	Student Activities	Trust/ Agency
200 Expenditures			X	X	X	X
201 Administration						
20121 General Support	X					
20122 Business Support	X					
20123 Centralized Support	X					
202 Mid-level Administration						
20215 Office of the Principal						
2021501 Basic/Supplemental Programs	X					
2021502 Career & Technology Programs	X					
20216 Instructional Admin & Supervision						
2021601 Basic/Supplemental Programs	X					
2021602 Career & Technology Programs	X					
2021604 Professional Media Support	X					
203 Instructional Salaries and Wages						
20301 Regular Programs	X					
20302 Special Programs	X					
20303 Career & Technology Education Programs	X					
20308 School Library Media Programs	X					
20309 Instructional Staff /Curriculum Development	X					
20310 Guidance Services	X					
20311 Psychological Services	X					
20312 Adult Education	X					
204 Textbooks and Instructional Supplies						
20401 Regular Programs	X					
20402 Special Programs	X					
20403 Career & Technology Education Programs	X					
20408 School Library Media Programs	X					
20409 Instructional Staff /Curriculum Development	X					
20410 Guidance Services	X					
20411 Psychological Services	X					
20412 Adult Education	X					
205 Other Instructional Costs						
20501 Regular Programs	X					
20502 Special Programs	X					
20503 Career & Technology Education Programs	X					
20508 School Library Media Programs	X					
20509 Instructional Staff/Curriculum Development	X					
20510 Guidance Services	X					
20511 Psychological Services	X					
20512 Adult Education	X					
206 Special Education						
20604 Public School Instruction Programs	X					
20606 Programs in State Institutions	X					
20607 Nonpublic School Programs	X					
20609 Instructional Staff/Curriculum Development	X					
20615 Office of the Principal	X					
20616 Instructional Admin and Supervision	X					

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Expenditures by Fund Matrix (continued)

Expenditures by Fund		Current Expense	School Construction	Debt Service	Food Service	Student Activities	Trust/Agency
207	Student Personnel Services	X					
208	Student Health Services	X					
209	Student Transportation	X					
210	Operation of Plant						
21030	Warehousing and Distribution	X					
21031	Other Operation of Plant	X					
211	Maintenance of Plant	X					
212	Fixed Charges	X					
213	Food Service	X					
214	Community Services	X					
215	Capital Outlay						
21534	Land and Land Improvements	X	X				
21535	Buildings and Additions	X	X				
21536	Remodeling	X	X				

Object/Subobject by Fund/Category Matrix

	Current Expense Fund													
	Administration			Mid-level Admin.		Instructional Salaries								
Object/Subobject by Fund	General Support	Bus. Support	Central Support	Office Princ.	Inst. Admin & Superv.	Reg. Prog.	Gifted/Talent.	ESOL	Career & Tech.	Adult Educ.	School Media	Staff Devel.	Guidance	Psych Serv.
1 Salaries														
101 Substitutes/Temporary	X	X	X	X	X	X	X	X	X	X	X	X	X	X
102 Other Salaries	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2 Contracted Services														
205 Rent and operating leases	X	X	X	X	X									
206 Outside Food Service														
207 Independent Audit	X													
209 Other Contracted														
Cleaning Services														
Repair/Maintenance														
Construction														
Student Transportation														
Food Service Management														
Other	X	X	X	X	X									
3 Supplies and Materials														
321 Textbooks														
322 Library Media					X									
325 Food														
327 Oth. Donated Commod														
328 Food Supplies														
329 Other Supplies	X	X	X	X	X									
4 Other Charges														
408 Other Purchased Services														
Travel	X	X	X	X	X									
Liability/Fidelity Insurance	X													
Property/Casualty Insurance														
Communications				X										
Utilities (not energy)														
Other	X	X	X	X	X									
412 Employee Retirement														
413 Social Security														
414 Other Employee Benefits														
424 Energy Services														
499 Miscellaneous														
Judgements	X													
Short-term interest														
Other	X	X	X	X	X									
5 Land, Bldgs, Equipment														
551 Land														
552 Buildings														
554 Equipment - new & replacement	X	X	X	X	X									
555 Depreciation														
556 Depreciation (memo)														
6 Principal														
661 Long-term Bonds														
662 State Loans														
7 Interest														
761 Long-term Bonds														
762 State Loans														
8 Transfers														
881 Maryland LEAs														
882 Other LEAs														
885 Other														
886 Interfund														
890 Indirect Cost Recovery		X	X											

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Object/Subobject by Fund/Category Matrix

	Current Expense Fund (continued)							
	Instructional Textbooks and Supplies							
Object/Subobject by Fund	**Reg. Prog.**	**Special Prog.**	**Career & Tech.**	**School Media**	**Staff Devel.**	**Guidance**	**Psych Serv.**	**Adult Educ.**
1 Salaries								
101 Substitutes/Temporary								
102 Other Salaries								
2 Contracted Services								
205 Rent								
206 Outside Food Service								
207 Independent Audit								
209 Other Contracted								
Cleaning Services								
Repair/Maintenance								
Construction								
Student Transportation								
Food Service Management								
Other								
3 Supplies and Materials								
321 Textbooks	X	X	X					X
322 Library Media				X				
325 Food								
327 Oth. Donated Commod								
328 Food Supplies								
329 Other Supplies	X	X	X	X	X	X	X	X
4 Other Charges								
408 Other Purchased Services								
Travel								
Liability/Fidelity Insurance								
Property/Casualty Insurance								
Communications								
Utilities (not energy)								
Other								
412 Employee Retirement								
413 Social Security								
414 Other Employee Benefits								
424 Energy Services								
499 Miscellaneous								
Judgements								
Short-term interest								
Other								
5 Land, Bldgs, Equipment								
551 Land								
552 Buildings								
554 Equipment - new & replacement								
555 Depreciation								
556 Depreciation (memo)								
6 Principal								
661 Long-term Bonds								
662 State Loans								
7 Interest								
761 Long-term Bonds								
762 State Loans								
8 Transfers								
881 Maryland LEAs								
882 Other LEAs								
885 Other								
886 Interfund								
890 Indirect Cost Recovery								

Object/Subobject by Fund/Category Matrix

	Current Expense Fund (continued)							
	Other Instructional Costs							
Object/Subobject by Fund	Reg. Prog.	Special. Prog.	Career & Tech.	School Media	Staff Devel.	Guidance	Psych Serv.	Adult Educ.
1 Salaries								
101 Substitutes/Temporary								
102 Other Salaries								
2 Contracted Services								
205 Rent	X	X	X	X	X	X	X	X
206 Outside Food Service								
207 Independent Audit								
209 Other Contracted								
Cleaning Services								
Repair/Maintenance								
Construction								
Student Transportation								
Food Service Management								
Other	X	X	X	X	X	X	X	X
3 Supplies and Materials								
321 Textbooks								
322 Library Media								
325 Food								
327 Oth. Donated Commod								
328 Food Supplies								
329 Other Supplies								
4 Other Charges								
408 Other Purchased Services								
Travel	X	X	X	X	X	X	X	X
Liability/Fidelity Insurance								
Property/Casualty Insurance								
Communications	X	X	X	X	X	X	X	X
Utilities (not energy)								
Other	X	X	X	X	X	X	X	X
412 Employee Retirement								
413 Social Security								
414 Other Employee Benefits								
424 Energy Services								
499 Miscellaneous								
Judgements								
Short-term interest								
Other								
5 Land, Bldgs, Equipment								
551 Land								
552 Buildings								
554 Equipment - new & replacement	X	X	X	X	X	X	X	X
555 Depreciation								
556 Depreciation (memo)								
6 Principal								
661 Long-term Bonds								
662 State Loans								
7 Interest								
761 Long-term Bonds								
762 State Loans								
8 Transfers								
881 Maryland LEAs	X							
882 Other LEAs	X							
885 Other								
886 Interfund								
890 Indirect Cost Recovery								

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Object/Subobject by Fund/Category Matrix

Object/Subobject by Fund	Current Expense Fund (continued)											
	Special Education						Student	Student	Student	Operation of Plant		Maintenance
	Class Inst.	State Inst.	Nonp. Prog.	Staff Devel.	Office Princ.	Admin. Superv.	Person. Serv.	Health Serv.	Transportation	Wareh. & Distrib.	Other	of Plant
1 Salaries	X			X	X	X	X	X	X	X	X	X
101 Substitutes/Temporary	X			X	X	X	X	X	X			
102 Other Salaries	X			X	X	X	X	X	X			
2 Contracted Services												
205 Rent	X			X	X	X	X	X	X	X	X	X
206 Outside Food Service												
207 Independent Audit												
209 Other Contracted												
Cleaning Services											X	
Repair/Maintenance									X		X	X
Construction												
Student Transportation									X			
Food Service Management												
Other	X			X	X	X	X	X	X	X	X	
3 Supplies and Materials												
321 Textbooks	X											
322 Library Media	X											
325 Food												
327 Oth. Donated Commod												
328 Food Supplies												
329 Other Supplies	X			X	X	X	X	X	X	X	X	
4 Other Charges												
408 Other Purchased Services												
Travel	X			X	X	X	X	X	X	X	X	
Liability/Fidelity Insurance												
Property/Casualty Insurance									X		X	
Communications					X						X	
Utilities (not energy)										X		
Other	X			X	X	X	X	X	X	X	X	
412 Employee Retirement												
413 Social Security												
414 Other Employee Benefits												
424 Energy Services									X		X	
499 Miscellaneous												
Judgements												
Short-term interest												
Other	X			X	X	X	X	X	X	X	X	
5 Land, Bldgs, Equipment												
551 Land												
552 Buildings												
554 Equipment - new & replacement	X			X	X	X	X	X	X	X	X	
555 Depreciation												
556 Depreciation (memo)												
6 Principal												
661 Long-term Bonds												
662 State Loans												
7 Interest												
761 Long-term Bonds												
762 State Loans												
8 Transfers												
881 Maryland LEAs	X											
882 Other LEAs	X											
885 Other		X	X									
886 Interfund												
890 Indirect Cost Recovery												

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Object/Subobject by Fund/Category Matrix

	Current Expense Fund (continued)									
				Capital Outlay						
Object/Subobject	**Fixed Chgs.**	**Food Serv.**	**Community Serv.**	**Bldgs. & Additions**	**Remodeling**	**School Cont. Fund**	**Debt Service Fund**	**Food Service Fund**	**Student Activ. Fund**	**Trust & Agency Fund**
1 Salaries			X	X	X	X		X	X	X
101 Substitutes/Temporary										
102 Other Salaries										
2 Contracted Services									X	X
205 Rent			X	X	X	X		X		
206 Outside Food Service								X		
207 Independent Audit								X		
209 Other Contracted										
Cleaning Services										
Repair/Maintenance										
Construction				X	X	X				
Student Transportation			X							
Food Service Management								X		
Other			X	X	X	X		X	X	X
3 Supplies and Materials									X	X
321 Textbooks										
322 Library Media										
325 Food								X		
327 Oth. Donated Commod.								X		
328 Food Supplies								X		
329 Other Supplies			X	X	X	X		X	X	X
4 Other Charges									X	X
408 Other Purchased Services										
Travel			X	X	X	X		X	X	X
Property/Casualty Insurance										
Communications										
Utilities (not energy)										
Other			X	X	X	X		X	X	X
412 Employee Retirement	X							X		
413 Social Security	X							X		
414 Other Employee Benefits	X							X		
424 Energy Services								X		
499 Miscellaneous										
Judgements										
Short-term interest	X									
Other			X	X	X	X		X	X	X
5 Land, Bldgs, Equipment									X	X
551 Land										
552 Buildings										
554 Equipment - new & replacement			X	X	X	X		X	X	X
555 Depreciation								X		
556 Depreciation (memo)								X		
6 Principal										
661 Long-term Bonds							X			
662 State Loans							X			
7 Interest										
761 Long-term Bonds							X			
762 State Loans							X			
8 Transfers										
881 Maryland LEAs	X									
882 Other LEAs	X									
885 Other										
886 Interfund		X	X		X					
890 Indirect Cost Recovery	X									

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Appendix 2

Maryland's Two Tiers of Education Responsibilities

State Responsibilities

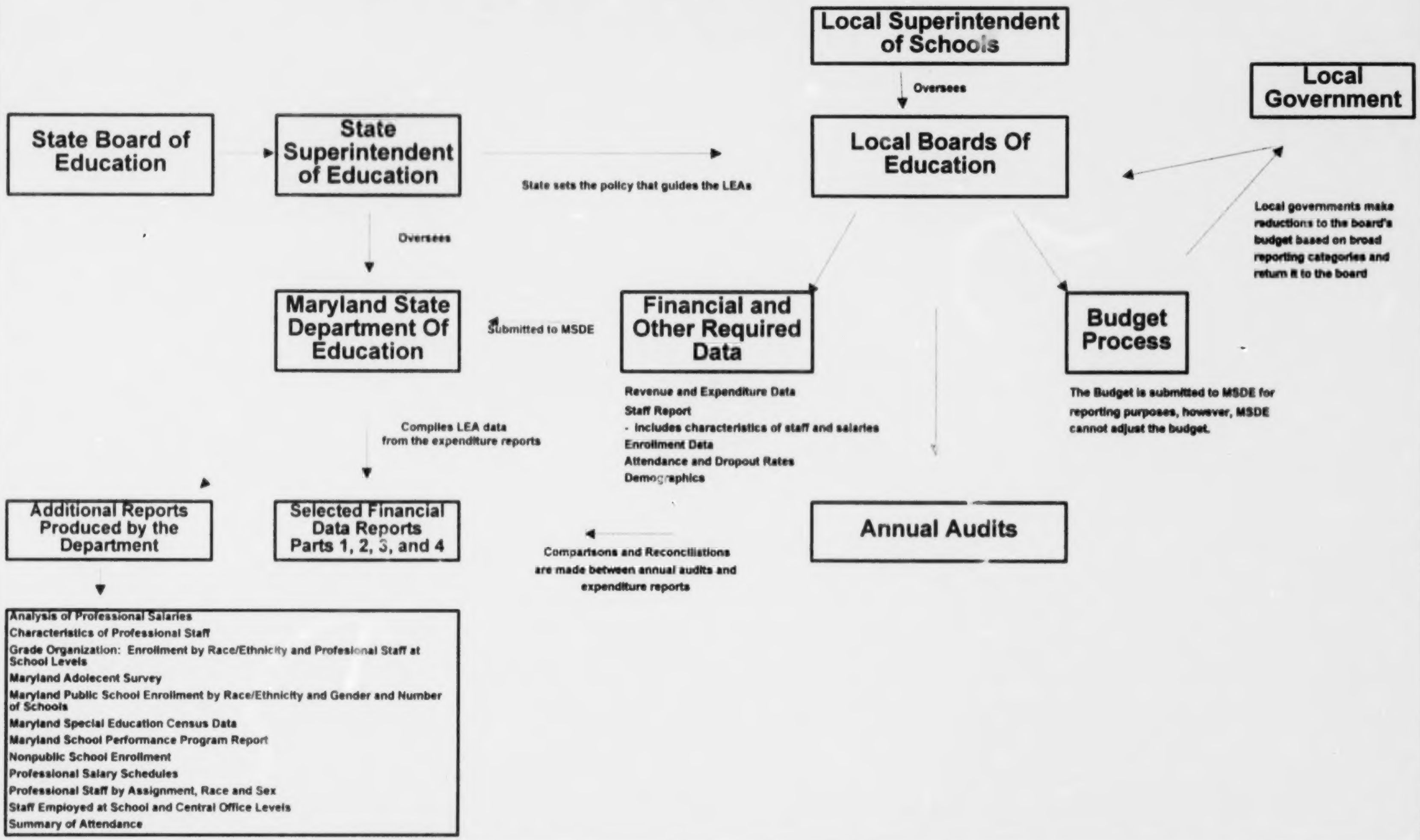
- Determine the Elementary and Secondary Education Policy in the State.
- Adopt bylaws, rules, and regulations for the administration of public schools.
- Determine information each county board, school official and teacher is to record including financial accounts, annual budget, and all education records.
- Determining major budget reporting categories.
- State Superintendent shall examine the expenditures, business methods and accounts of each LEA.
- MSDE requires the submission of a unrestricted fund expenditure report, a restricted fund expenditure report and a consolidated fund expenditure report.
- MSDE reviews and approves all restricted grant awards.
- MSDE compiles LEA reports and produces the State reports, *Selected Financial Data*.
- MSDE's audit office collects and reviews the independent audit reports that LEAs are required to undergo annually.

Local Responsibilities

- Subject to the Education Article and to the applicable bylaws, rules, and regulations of the State Board, determine the educational policies of the local school system.
- Maintain throughout its jurisdiction a reasonably uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children.
- Prepare an annual budget according to the major categories listed in the Education Article and required by the State Board of Education.
- Submit an annual school budget in writing to the County Commissioners, County Council, County Executive or Mayor and City Council of Baltimore City.
- Provide for an annual audit of the school boards financial transactions and accounts.
- Make reports required by the State Board and the State Superintendent.
- With the State Board, the State Superintendent, each local board shall implement a program of education accountability for the operation and management of the public schools.
- The local superintendent shall take the initiative in the preparation and presentation of the annual budget and seek to secure the adequate funds from local authorities.
- The county board shall prepare, publish, and make available to interested parties an annual report on the condition, current accomplishments and needs for improvement of the schools.
- County governments can request performance audits of a school board's operations.

Appendix 3

Financial Accountability In Education



Local Superintendent of Schools

Oversees

Local Government

State Board of Education

State Superintendent of Education

State sets the policy that guides the LEAs

Local Boards Of Education

Local governments make reductions to the board's budget based on broad reporting categories and return it to the board

Oversees

Maryland State Department Of Education

Submitted to MSDE

Financial and Other Required Data

Revenue and Expenditure Data
Staff Report
- Includes characteristics of staff and salaries
Enrollment Data
Attendance and Dropout Rates
Demographics

Budget Process

The Budget is submitted to MSDE for reporting purposes, however, MSDE cannot adjust the budget.

Compiles LEA data from the expenditure reports

Additional Reports Produced by the Department

Selected Financial Data Reports Parts 1, 2, 3, and 4

Annual Audits

Comparisons and Reconciliations are made between annual audits and expenditure reports

- Analysis of Professional Salaries
- Characteristics of Professional Staff
- Grade Organization: Enrollment by Race/Ethnicity and Profesional Staff at School Levels
- Maryland Adolecent Survey
- Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools
- Maryland Special Education Census Data
- Maryland School Performance Program Report
- Nonpublic School Enrollment
- Professional Salary Schedules
- Professional Staff by Assignment, Race and Sex
- Staff Employed at School and Central Office Levels
- Summary of Attendance

TESTING INFORMATION
Assessment Office, Division of Planning, Results, and Information Management
September 4, 1997

Local School System	Grade Level First Administered MFT–Reading	Grade Level First Administered MFT–Mathematics	Grade Level First Administered MFT–Writing	Grade Level First Administered MFT–Citizenship	CTBS
Allegany	7	7	7 and 8	9-12	UNDETERMINED
Anne Arundel	7	7	7	7	Census
Baltimore City	7	7	7	10	Sample
Baltimore	7	7	8	9	Census
Calvert	7	7	8	9	Waived
Caroline	6	6	7	9	Census
Carroll	7	7	7	9	Census
Cecil	7	7	7	9	Census
Charles					
Dorchester	6	7	7	7	Census
Frederick	7	7	7	10	Sample
Garrett					
Harford	7	7	7	9	Census
Howard	6	7	7	10	Census
Kent	7	6	7	7	Census
Montgomery	7	7	8	10	Sample
Prince George's	7	7	7	9	Both *
Queen Anne's	6	7	9	9	Census
St. Mary's	6	6	7	9	Census
Somerset	7	7	8	9	NO ADMINIS. THIS YEAR
Talbot	7	7	7	8	Census
Washington	6	6	7	9	Both **
Wicomico	7	6	8	10	Both***
Worcester	7	7	8	8	Census

* In Prince George's--Grade 2: Census Testing; Grade 4: Ten Percent Sample; Grade 6: Ten Percent Sample
** In Washington--Grades 4 and 6: Random Sample; Grade 2: Census
*** In Wicomico--Grades 1, 2, 4: Census; Grade 6: 1997--Census, 1998--Sample

****Garrett and Charles information not available.

Maryland State Department of
EDUCATION

Schools for Success

ancy S. Grasmick
te Superintendent of Schools

200 West Baltimore Street
Baltimore, Maryland 21201
Phone (410) 767-0100
TTY/TDD (410) 333-6442

PRESENTATION TO THE TASK FORCE ON EDUCATION FUNDING EQUITY, ACCOUNTABILITY, AND PARTNERSHIPS ON ACCOUNTABILITY FOR TARGETED IMPROVEMENT FUNDS

November 10, 1997

by

Dr. Mark Moody, Assistant State Superintendent
Division of Planning, Results, and Information Management
Maryland State Department of Education

Background

The Department must be accountable for the use of all additional targeted assistance to students who have been identified as failing, or at risk of failing, to meet Maryland's challenging content and student performance standards. In order to assure the Legislature that targeted funding is used effectively to address the academic needs of the intended populations, the following must occur

- LEAs must budget funds in the context of comprehensive school improvement plans,
- Implementation plans must consolidate multiple sources of funding,
- Funding must support implementation of research-proven strategies to improve achievement of the targeted populations,
- Interim measures must be reported both semi-annually and annually to monitor the impact of the selected interventions, and
- Summative measures, based on MSPP variables, must be used to assess the efficacy of the intervention strategies

In order for the Department to fulfill its accountability role in the Targeted Improvement Propgram (TIP), several limitations in the design and capacity of our current school performance data systems must be overcome. These limitations are

- Some variables are collected only at the school level, not at the student level,
- One year snap shots of schools limit the ability to do longitudinal tracking,
- Multiple data sets are linked only at the school, not at the student level, and
- Inconsistencies exist in the purposes of the data systems

ISSUE 1: Reliable student classification based on targeted funding eligibility criteria to link data with student achievement measures

To track the impact of the targeted funding, we must track the progress of the populations of students for whom the funds are intended. To track the progress of these subgroups, we must be able to reliably identify individual students. To reliably identify individual students, we need to

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implement a student level identification strategy that provides each student with a unique identifier. To ensure proper classification on the basis of eligibility for targeted funding, we need to be able to reliably classify the student as free/reduced price meals eligible and/or ESOL.

Recommendations:

- **Student identifier: Recommend that the Department implement social security numbers as unique student identification for all students in public schools.**
- **Student classification: Recommend that the Department implement an individual student data base which includes demographic variables and eligibility for special services: special education, ESOL, Title 1, and free/reduced price meals.**
- **Student participation and achievement: Recommend that the Department link its student level data bases, thereby consolidating all student participation and achievement information in a single student record.**

ISSUE 2: Information management capabilities to accomplish student level tracking recommendations.

Recommendation: The Department must enhance its information management systems to:

- Track students through their public school experience.
- Provide ready access to individual student records for research and analysis protecting the confidentiality of individuals.
- Provide the ability to organize student data into subgroups based on demographics and variables defining eligibility for targeted funding.
- Provide the ability to link student level data to participation in and duration of educational programs, interventions, or strategies.
- Provide meaningful public access to student achievement and school performance information protecting the confidentiality of individuals.

There are two options for achieving these recommendations: supplement the Department's existing plans or implement a stand alone system for TIP.

Option 1: Supplement the Department two year plan to enhance information management capabilities.

The Department has requested a budget enhancement of $6.25 million over two years (FY99 and FY00) to accomplish the above information management objectives. The budget details are presented in Exhibit 1. Assuming this level of funding, the additional funding required to establish specific tracking requirements for the TIP proposal would be $237,640 for the development of a reliable student classification system based on TIP eligibility criteria with appropriate linkages to student data systems included in the budget enhancement. The recurring costs for support and maintenance of the TIP portion of the system are estimated at $119,500 per year.

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EXHIBIT 1
INTEGRATED DATA SYSTEM – ESTIMATED FISCAL IMPACT

	Information Management Budget Enhancement			TIP Marginal Cost with Budget Enhancement	
Category	**FY 1999 Expenditures**	**FY 2000 Expenditures**	**Recurring Expenditures**	**FY 1999 Expenditures**	**Recurring Expenditures**
Hardware	$ 1,290,424	$ 718,941	$ 130,305	$ 5,000	$ 1,000
Software	$ 2,156,099	$ 1,407,476	$ 130,305	$ 2,000	$ 1,000
Personnel and Contract Srvs	$ 237,896	$ 439,548	$ 439,548	$ 230,640	$ 117,500
TOTAL	$ 3,684,419	$ 2,565,965	$ 700,158	$ 237,640	$ 119,500

Source: MSDE estimate

Option 2: Implement a stand alone information management system for TIP.

If the budget enhancement is not approved, the costs associated with developing a data system specifically for accountability for TIP are estimated to be $991,120 with recurring costs of $233,800 per year. See Exhibit 2.

EXHIBIT 2
TIP STUDENT DATA SYSTEM – ESTIMATED FISCAL IMPACT

	TIP Alone	
Category	First Year Expenditures	Recurring Expenditures
Hardware	$ 121,000	$ 16,000
Software	$ 143,000	$ 16,000
Personnel and Contract Srvs	$ 727,120	$ 201,800
TOTAL	$ 991,120	$ 233,800

Source: MSDE estimate

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ISSUE 3: Analytic capabilities to evaluate the interim progress reports and conduct summative evaluations for the participating TIP schools.

To provide this level of support, the Department must enhance its capacity to analyze, interpret, synthesize, and communicate information concerning the impact of the interventions supported by TIP funds to decision makers throughout the education system.

Recommendation: Support the Department budget enhancement request. Our information management budget enhancement includes hardware and software which will support extensive data analysis. To take advantage of these information system enhancements, the Department has requested in our FY99 budget an additional staff position (staff specialist III) and contractual services ($200,000) to provide this decision support and analysis function. This enhancement request is additional support to four positions identified as necessary for implementing the TIP Student Data System (see recurring personnel/contract services in Exhibits 1 and 2).

The Howard County Public School System

910 Route 108 Ellicott City, Maryland 21042-6198 (410)313-6600

LEARNING
FOR A LIFETIME

Using MSPP Data and School Improvement in Howard County

Since the beginning of the MSPP initiative, The Howard County Public School System has been making use of the available data for decision-making at the school and system level. Over the years, the areas of focus have changed as the needs of the schools have evolved. The three steps used by Howard County in establishing it's own accountability system, utilizing state and local data, are presented below:

Step 1: Understand the data and reports

> The first step is to make the available data understood by the people expected to use it. In order to accurately interpret data, it is necessary to understand how it is calculated, the state standards associated with it, and how the data is reported, both to schools and the public. Assessment data must also be understood in terms of the purpose of the assessment and what is being assessed, the meaning of the scores, and the relationships between the scores and instruction.
>
> The Howard County Public School System's Assessment Office presented numerous in-service meetings to principals, faculty/staff, instructional facilitators, and PTAs. The purpose of these meetings was to teach participants how to accurately interpret data reports, both from MSDE and Howard County. These activities have continued on an as-needed basis. In addition, numerous alternative forms of the data have been made available for those who need a different approach, such as visual displays. Schools have access to their MSPAP data through EXCEL graphs, MSDE reports, visuals prepared for presentation to staff, county-level board reports, and worksheets.
>
> Functional test data is made available through an on-line data distribution system, presorted for instructional use as well as for school improvement reporting, using MSDE generated reports and labels, and in board reports.
>
> Norm-referenced testing data is available from reports generated by Howard County, through the on-line data distribution system, and in board reports.

Step 2: Establish clear processes for the use of data in school improvement planning

> Each school in Howard County is required to have an active school improvement team (SIT). Our Beyond the Year 2000 (BTY 2000) planning process provides a structure for continual improvement. Each SIT is responsible for generating and implementing a data-driven school improvement plan. It is expected that as the plan is implemented and continuously evaluated, changes will be made to ensure success. Schools use MSPP data, norm-referenced test results, and classroom assessments as well as system level assessments to formulate short-term goals and objectives that will assure they meet the Howard County standards (which are higher than those of the state).

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Step 3: Monitor progress of schools and intervene to assist non-performing schools

For the first time in January of 1995, a comprehensive report of school-level performance was presented to the Howard County Board of Education. This was a compilation of three years worth of trend data on a variety of achievement indicators: MSPAP, functional testing, CTBS. The board studied the data and named several schools as "focus schools," schools on which they wanted to focus attention. resources and assistance to improve performance. These were schools in which, it appears, the school improvement process was not working effectively to improve student achievement.

Focus schools were asked to hypothesize the barriers their students had to student achievement, and to propose a plan to resolve those issues. *This was the beginning of differential allocation of resources based on schools' needs in Howard County.* It became clear that some schools had more needs than others did, and some of these schools were given additional resources if their school improvement plan justified them.

At the same time, instructional resources at the central office level were reorganized to reflect a more service-oriented team approach. Total Quality was introduced into the culture of the school system. Schools were encouraged to ask for assistance and central office personnel became partners in developing the school improvement plans and finding the resources to fuel the school improvement plans.

Several assumptions supported Howard County in developing its own model of accountability:

- To be truly accountable, schools must have complete data as soon as it becomes available.
- Decisions must be data-based
- The school board must be free to implement an accountability program appropriate to the specific schools in their county (we found assuming "one size fits all" does not work in education).

Respectfully submitted,

Leslie Wilson

Leslie Wilson, Ph.D.
Supervisor of Testing

LAW/jwl

Additional Note of Importance

I currently serve as a member of the Advisory Group for the Office of Educational Research and Improvement grant awarded to the Maryland State Department of Education and the University of Maryland. This grant is utilizing Internet technology to design an easy-to-use computer application designed to analyze MSPAP data and link the data analysis to research-based planning and best instructional practices. It is hoped that this project would serve as a major support to School Improvement Teams across the state, and provide equal access to information regarding data analysis, resources, etc.

Part of the website is accessibility to each school's data, formatted in a user-friendly way, which will not be dependent on distribution from the local school system, but will originate from the state. This project will go a long way to make data available to all school improvement teams, and to encourage use of the data by every school system.

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MSPAP INTERPRETATION

THE BOARD OF EDUCATION
ALLEGANY COUNTY, MARYLAND

Allegany County Schools
Mark Alkire, Coordinator of Testing

October 6, 1997

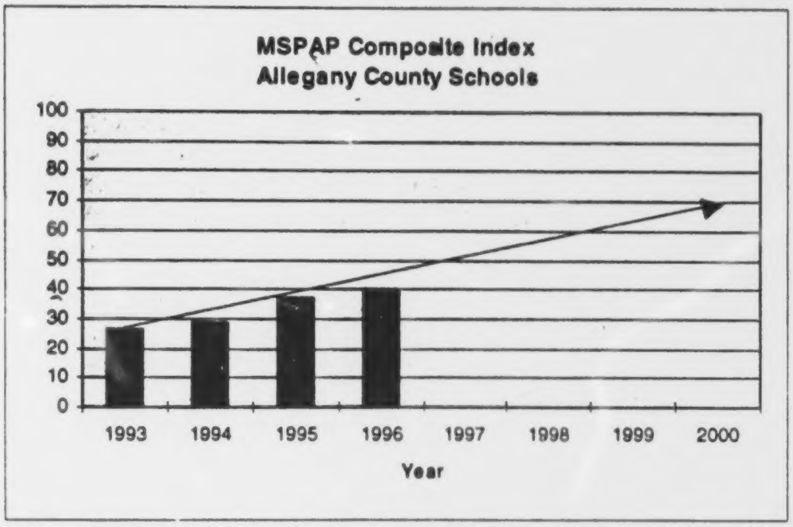
The MSPAP Schedule

A

late November	MSPAP data reviewed
mid December	Official Release of MSPAP
January	School Interpretation * Growth * Trends * Attainment of Goals
February - March	Application of findings to present instruction
April	Preparation for administration of MSPAP
May	Administer MSPAP
June - August	Curriculum Writing In-service Training Development/ Revision of School Improvement Plans

B

Composite Scores



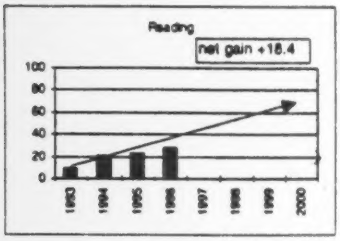
Indicate the total percent of students at satisfactory (for all tests)

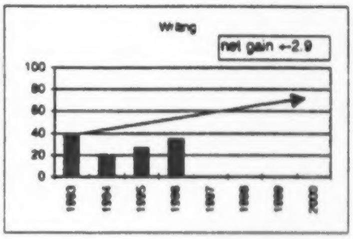
*Goal is 70%

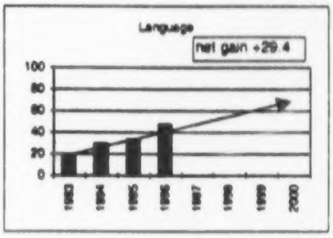
- **Allegany County is 6th in the State in Growth**
- **12 of 18 MSPAP areas Increase**
- **Allegany County is more than half way toward meeting its 70% standard**

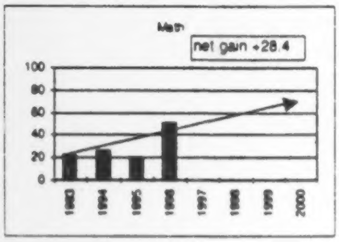
C

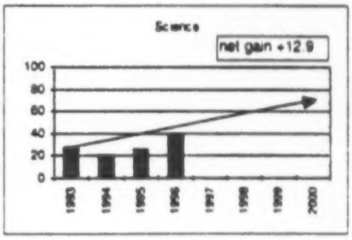
Focus on subjects helps schools identify target areas

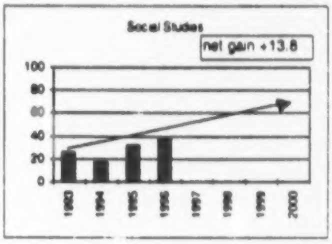












Reading, Writing and Social Studies are subjects that need extra attention

D

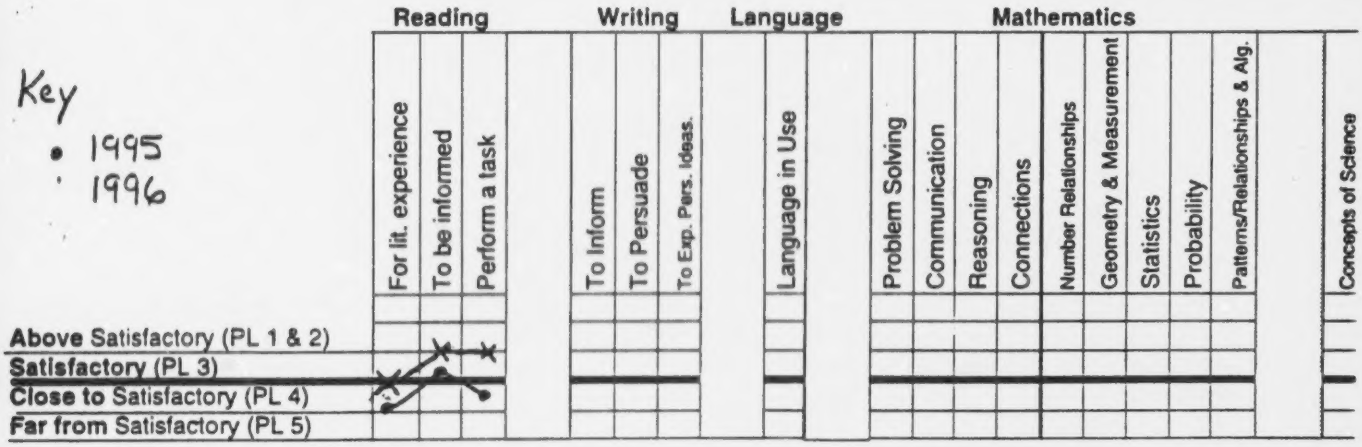
By comparing last years results, schools can see strengths/needs in the curriculum

)utcome Scores help schools make instructional adjustments

Sheet2

This chart reflects:
____ nearing satisfactor
____ reaching satisfacto

Year: ________________________



DIRECTIONS:

I. Nearing Satisfactory
  1. From the box and whisker plots identify the outcomes for each subject area.
  2. If the median (line within the box) is in PL 1 or 2, place a dot in the appropriate box.
     If the median is in PL 3, place a dot in ghe box above the dark line.
     If the median is in PL 4 or 5, place a dot in the appropriate lower box.
  3. Complete for all subject areas and connect the dots within the subject areas to reflect trends in in

II. Reaching Satisfactory
    Follow the directions for nearing satisfactory, this time use the bottom of the box as your guide for pl
    the proficiency level.

NOTE: If you wish, complete the 2nd year with a second to color
to evaluate trends from year to year.
PL = Proficiency Level

ALLEGANY COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN – ELEMENTARY/MIDDLE

ACHIEVEMENT – MSPAP

School: ____________________ **Action Team:** Student Achievement Team **Date:** __________

Standard: Seventy (70) percent of the students will achieve a satisfactory level. Twenty-Five (25) percent or more will achieve an excellent level.

Objective: To improve grade ____ scores in ______________________ (Reading, Writing, Lang. Usage, Math, Science, Soc. Studies) from ____ percent to ____ percent

Strategies/Activities	Person(s) Responsible	Formative Evaluation Timelines/Benchmarks/Milestones

Specific strategies are developed to change student performance

247

248

Summative Evaluation: Grade ____ scores in ______________________ (Reading, Writing, Lang. Usage, Math, Science, Soc. Studies) were ☐ maintained ☐ increased ☐ decreased from ____ percent to ____ percent.

☐ **Objective Met**

Maryland School Performance Assessment Program
OUTCOME SCALE SCORE INTERPRETATION

School: ______________________ Grade: ________

Year: ______________________

This chart reflects:
____ nearing satisfactory (median or 50% at satisfactory)
____ reaching satisfactory (near top quartile or 70% at satisfactory)

	Reading			Writing			Language	Mathematics													Science					Social Studies						
	For lit. experience	To be informed	Perform a task	To Inform	To Persuade	To Exp. Pers. Ideas	Language in Use	Problem Solving	Communication	Reasoning	Connections	Estimation	Arithmetic Operations	Number Relationships	Geometry	Measurement	Statistics	Probability	Patterns/Relationships	Algebra	Concepts of Science	Nature of Science	Habits of Mind	Processes of Science	Applications of Science	Political Systems	Peoples/Nations/World	Geography	Economics	Skills & Processes	Valuing Self & Others	Understand./Attitudes
Above Satisfactory (PL 1 & 2)																																
Satisfactory (PL 3)																																
Close to Satisfactory (PL 4)																																
Far from Satisfactory (PL 5)																																

DIRECTIONS:

I. **Nearing Satisfactory**

1. **From the box and whisker plots identify the outcomes for each subject area**
2. **If the median (line within the box) is in PL 1 or 2, place a dot in the appropriate box.**
   If the median is in PL 3, place a dot in ghe box above the dark line.
   If the median is in PL 4 or 5, place a dot in the appropriate lower box.
3. **Complete for all subject areas and connect the dots within the subject areas** to reflect trends in instruction

II. **Reaching Satisfactory**

Follow the directions for nearing satisfactory, this time use the bottom of the box as your guide for placing marks in the proficiency level.

NOTE: **If you wish, complete the 2nd year with a second color to evaluate trends from year to year.**
PL = **Proficiency Level**

Prepared Testing Office: Dept. of Communciations Accountability

Allegany County Board of Education
Cumberland, Maryland

Mark R. Al Coordinator of Testing

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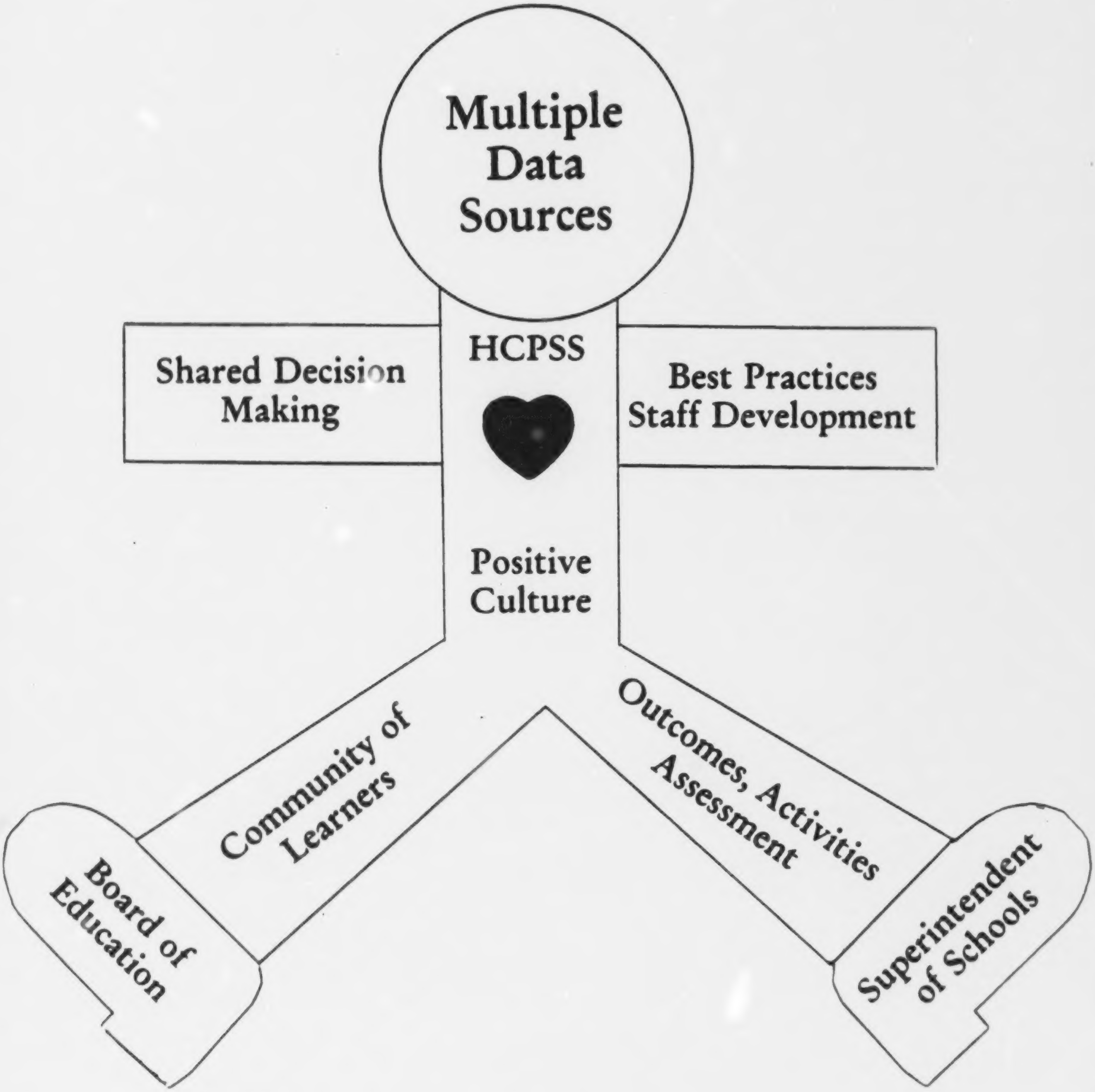
School Improvement...
Everybody's Business



Multiple Data Sources

HCPSS

Shared Decision Making

Best Practices Staff Development

Positive Culture

Community of Learners

Outcomes, Activities Assessment

Board of Education

Superintendent of Schools

SCHOOL IMPROVEMENT PLAN

The Harford County Public School System supports the belief that schools should be given primary responsibility for determining ways in which desired student learning outcomes will be realized. The development of the school improvement plan is the process through which the goals, objectives, strategies, activities, and milestones are identified. The evaluation of the school improvement plan should be based on student achievement of the student learning outcomes. Quick fixes and short-term goals and solutions are no longer cost effective or meeting the needs of schools and their students. Long-term planning and using data to accurately determine needs and program effectiveness go hand in hand with the strategic planning process of school improvement.

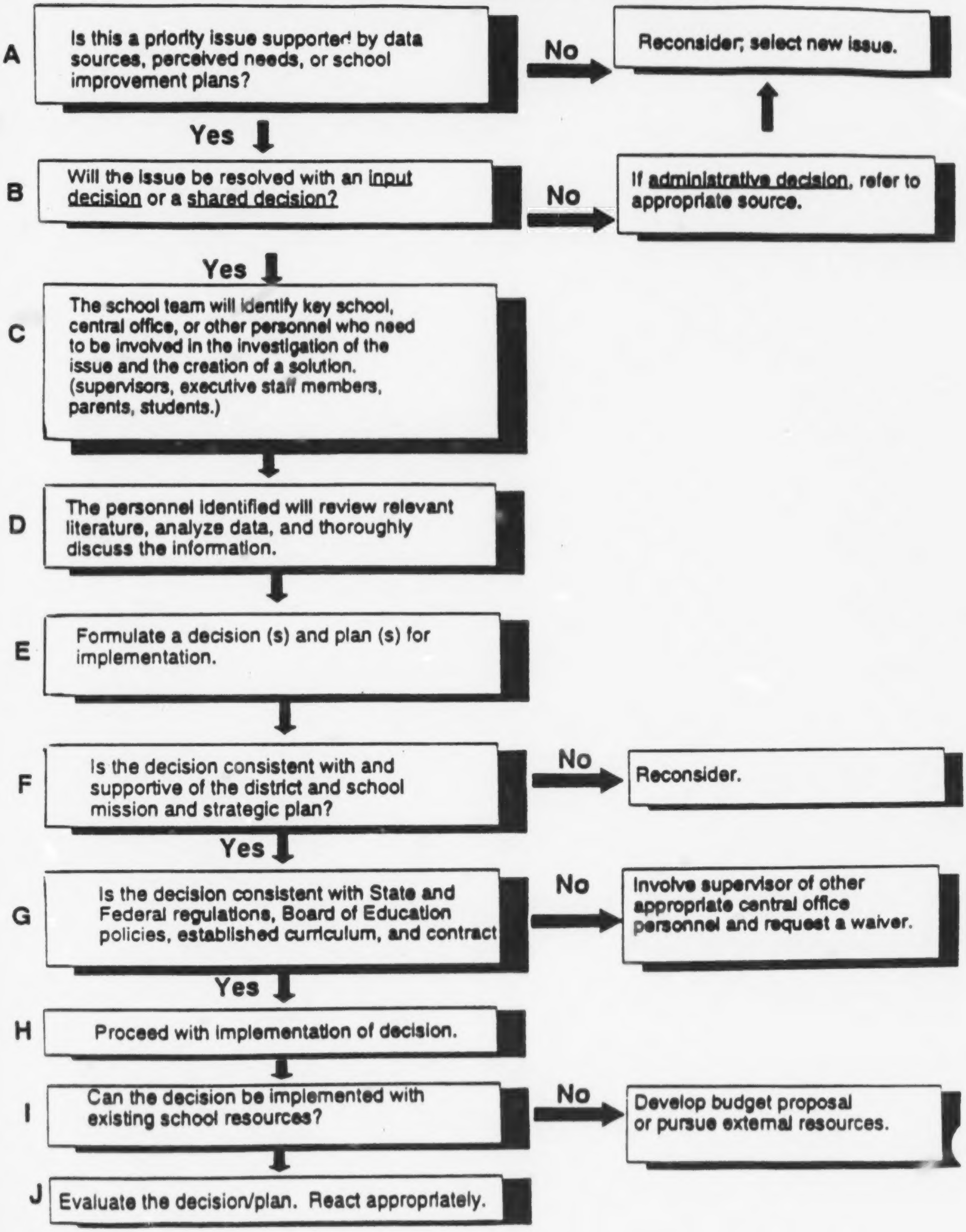
This document is intended to serve as a guide in the development of the school improvement plan. Definitions and flow charts are included to assist the teams developing the school improvement plan in the process. Goals selected for the school improvement plan should be manageable. Effective school improvement is more likely to be realized by a concentrated focus on a few selected priorities based on the needs assessment rather than inclusion of many priorities in the plan.

The following components should be included in the school improvement plan:

- Needs Assessment
- Goal(s)
- Objective(s)
- Strategies
- Activities
- Milestones
- Evaluation
- Budget

A decision making flow chart and a chart that provides an illustration of the various school improvement components and shows the linkage between the components are attached.

DECISION MAKING FLOW CHART



A Is this a priority issue supported by data sources, perceived needs, or school improvement plans?

No → Reconsider; select new issue.

B Will the issue be resolved with an input decision or a shared decision?

No → If administrative decision, refer to appropriate source.

C The school team will identify key school, central office, or other personnel who need to be involved in the investigation of the issue and the creation of a solution. (supervisors, executive staff members, parents, students.)

D The personnel identified will review relevant literature, analyze data, and thoroughly discuss the information.

E Formulate a decision (s) and plan (s) for implementation.

F Is the decision consistent with and supportive of the district and school mission and strategic plan?

No → Reconsider.

G Is the decision consistent with State and Federal regulations, Board of Education policies, established curriculum, and contract

No → Involve supervisor of other appropriate central office personnel and request a waiver.

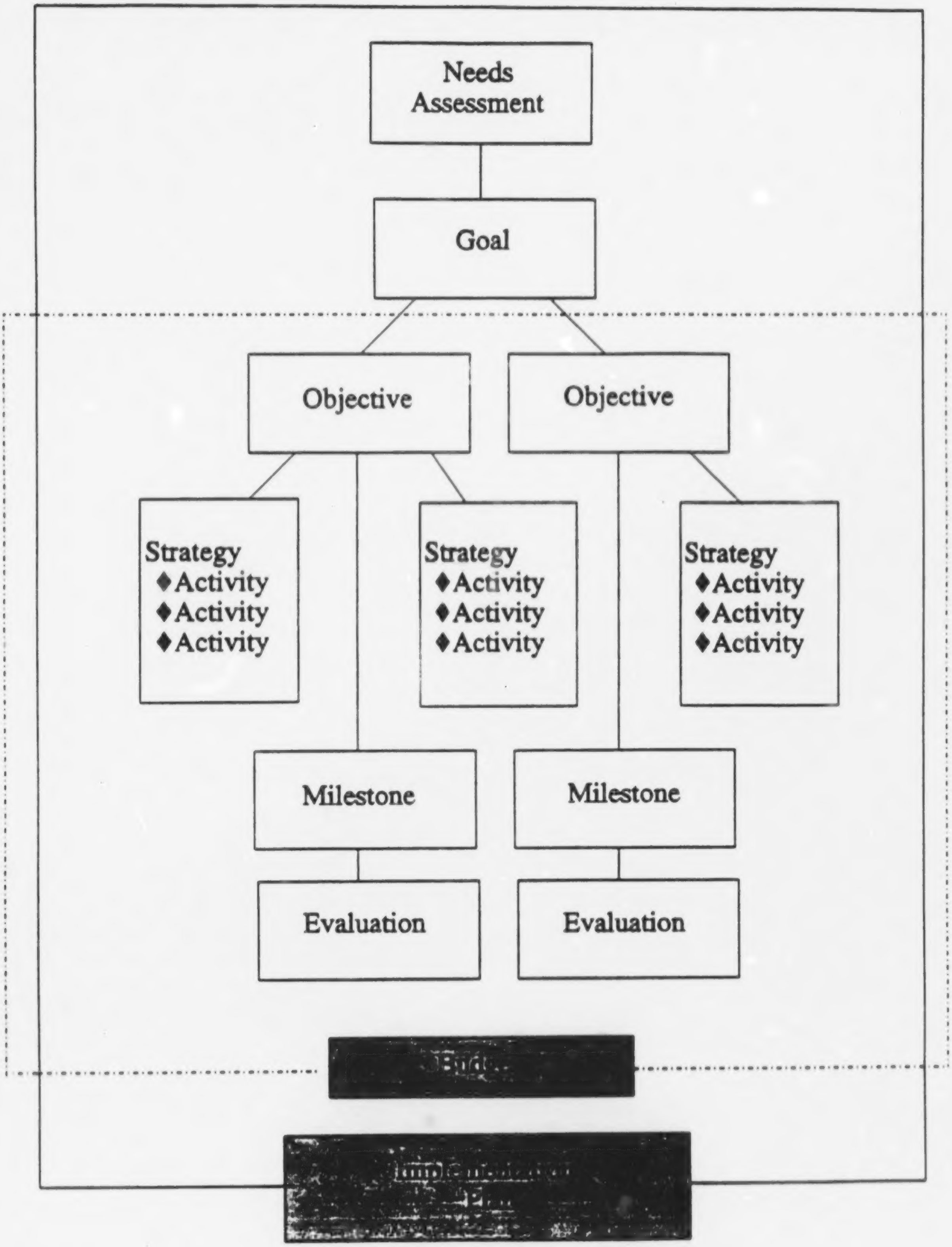
H Proceed with implementation of decision.

I Can the decision be implemented with existing school resources?

No → Develop budget proposal or pursue external resources.

J Evaluate the decision/plan. React appropriately.

DIAGRAM OF SCHOOL IMPROVEMENT PLAN COMPONENTS


Needs Assessment
Goal
Objective
Objective
Strategy
◆Activity
◆Activity
◆Activity
Strategy
◆Activity
◆Activity
◆Activity
Strategy
◆Activity
◆Activity
◆Activity
Milestone
Milestone
Evaluation
Evaluation
Budget
Implementation of Plan

SCHOOL IMPROVEMENT PLAN DEFINITIONS

SCHOOL IMPROVEMENT PLAN

Definition:

- A blueprint of the actions and processes needed to produce school improvement.

Question answered when developing the plan:

- How do we get from where we are to where we want to go?

Attributes:

- Team-developed
- Long-term (3-5 years)
- Flexible
- Continuously reviewed
- Achievable

The School Improvement Plan must include the following components:

- Needs Assessment
- Goals
- Objectives
- Strategies
- Activities
- Milestones
- Evaluation
- Budget

STRAND

Definition:

A term that refers to the direct link between an objective, strategy(ies), activity(ies), milestones, and evaluation. A school improvement plan will probably consist of several strands.

Clarifying information:

It is important to understand the concept of strands because plan reviewers will analyze how well your plan connects together. Essentially, we are using the term "strand" to reinforce the importance of linkages between school improvement plan components.

Although a strand is NOT one of the nine essential school improvement plan components, it is important for another reason: it illustrates the importance of linking the school improvement plan components together. An effective school improvement plan is not a collection of individual components; rather it is composed of several strands that link together to form the big picture.

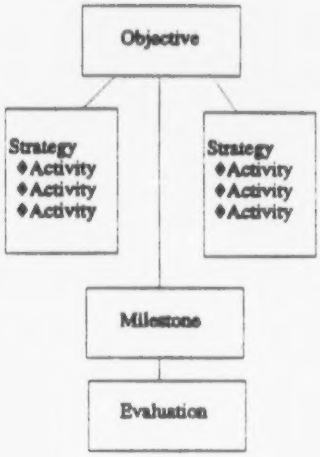
Another way to look at a strand:

Below are two ways to look at the strand. On the left, a strand is depicted in outline format. On the right, the same strand is shown in pictorial format.

Strand Outline

I. Objective
    A. Strategy
        1. Activity
        2. Activity
        3. Activity
    B. Strategy
        1. Activity
        2. Activity
        3. Activity
II. Milestones
III. Evaluation

Strand Diagram



NEEDS ASSESSMENT

Definition:

- A systematic review of information collected from a variety of sources, analyzed to determine strengths and needs, and prioritized for action.

Question answered when developing this component:

- Where is our school relative to Maryland *Schools for Success* goals, state and local standards, and/or school-defined standards?

Attributes:

- Employs multiple data sources
- Includes information on all students

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- Includes demographic information (of students and community)
- Uses disaggregated data (i.e. gender, ethnicity, grade, etc.)
- Includes climate variables (i.e. parent, faculty, and student perceptions, etc.)
- Identifies root causes and contributing factors
- Prioritizes actions (concludes with a complete list of the School Improvement Plan's goals, in priority order)

GOAL

Definition:

- A statement of the desired measurable student outcome(s), derived from the prioritized needs of the school.

Question answered when developing this component:

- What is the overall end result we wish to achieve to address this need?

Attributes:

- Derived from the prioritized needs of the school
- Stated in terms of student outcomes
- Measurable
- Specific and clear
- Achievable
- Long-term (three to five years)
- References state, local, and/or school-defined data-based areas and standards
- Start date and completion date established

OBJECTIVE

Definition:

- A statement of specific and measurable means to achieve the outcome(s) identified in the goal.

Questions answered when developing this component:

- What will be accomplished?
- When will it be accomplished?

Attributes:

- Measurable
- Specific and clear
- Achievable
- Short-term (one year)
- Reference state, local, and/or school-defined data-based areas and standards
- Start date and completion date established

STRATEGY

Definition:

- A broad approach (i.e. a method, procedure, technique, or game plan) employed to accomplish an objective.

Question answered when developing this component:

- How are we going to accomplish the objective?

Attributes:

- Addresses an identified root cause or contributing factor
- Directly related to the objective
- Clearly stated
- Broad approach

ACTIVITY

Definition:

- The specific steps, tasks, or actions in implementing a particular strategy.

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Questions answered when developing this component:

- What will be done?
- Who will do it?
- How will it be done?
- When will it be done?
- What resources are needed?

Attributes:

- Detailed and specific
- Directly related to the strategy
- Capable of resulting in progress toward the objective
- Sequential, with timeline
- Identifies activity leaders

MILESTONES

Definition:

- Checkpoints that measure progress toward the stated objective.

Questions answered when developing this component:

- What are the checkpoints along the way?
- How are we doing?
- Do we have to adjust the action plan in order to accomplish the objective?

Attributes:

- Time-specific (i.e. quarterly, monthly, on a semester basis, etc.)
- Directly related to the objective
- Measurable
- Specific and clear
- Achievable

EVALUATION

Definition:

- The evaluation provides evidence of the achievement of the objective.

Questions answered when developing this component:

- Did we accomplish what we set out to achieve in the objective?
- How will we know?

Attributes:

- Measurable
- Directly related to the objective
- Evaluation data collected along the way (when possible)
- Data summarized at the end of the period specified in the objective
- Source of evaluation information identified

BUDGET

Definition:

- An itemized estimate of expenses and revenue sources.

Questions answered when developing this component:

- What will this cost?
- How will we pay for it?

Attributes:

- Itemized (includes accurate categorized subtotals and totals for revenues and expenses)
- Identifies funding source(s)
- Supports a strategy or activity
- Meets program-specific requirements (e.g. use of carry-over funds, budget narrative, etc.)

HARFORD COUNTY 'BLIC SCHOOLS
SCHOOL IMPRC ΛENT PLAN

ELEMENTARY SCHOOL______________________ SCHOOL YEAR______________________

NEEDS ASSESSMENT

	KINDERGARTEN				GRADE 1				GRADE 2			
	GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION	
			Met	Actual			Met	Actual			Met	Actual
	Students		Students		Students		Students		Students		Students	
	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS
MSPAP												
Reading												
Writing												
Language Usage												
Math												
Science												
Social Studies												
MSPP												
Attendance												

HARFORD COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

ELEMENTARY SCHOOL________________________________ SCHOOL YEAR__________________________

NEEDS ASSESSMENT

	KINDERGARTEN				**GRADE 1**				**GRADE 2**			
	CURRENT PERFORMANCE (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)		**CURRENT PERFORMANCE** (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)		**CURRENT PERFORMANCE** (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)	
	Students		**Students**		**Students**		**Students**		**Students**		**Students**	
	ALL	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**
SUPPORT DATA												
CTBS/5												
DRP												

HARFORD COUNT BLIC SCHOOLS
SCHOOL IMPRO MENT PLAN

ELEMENTARY SCHOOL____________________ SCHOOL YEAR____________________

NEEDS ASSESSMENT

	GRADE 3				GRADE 4				GRADE 5			
	GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION	
			Met	Actual			Met	Actual			Met	Actual
	Students		Students		Students		Students		Students		Students	
	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS
MSPAP												
Reading												
Writing												
Language Usage												
Math												
Science												
Social Studies												
MSPP												
Attendance												

HARFORD COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

ELEMENTARY SCHOOL________________________________ SCHOOL YEAR________________________

NEEDS ASSESSMENT

	GRADE 3				**GRADE 4**				**GRADE 5**			
	CURRENT PERFORMANCE (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)		**CURRENT PERFORMANCE** (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)		**CURRENT PERFORMANCE** (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)	
	Students		**Students**		**Students**		**Students**		**Students**		**Students**	
	ALL	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**
SUPPORT DATA												
CTBS/5												
DRP												

HARFORD COUNT BLIC SCHOOLS
SCHOOL IMPRO MENT PLAN

MIDDLE SCHOOL____________________ SCHOOL YEAR____________________

NEEDS ASSESSMENT

	GRADE 6				GRADE 7				GRADE 8			
	GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION	
			Met	Actual			Met	Actual			Met	Actual
	Students		Students		Students		Students		Students		Students	
	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS
MSPAP												
Reading												
Writing												
Language Usage												
Math												
Science												
Social Studies												
MSPP												
Maryland Functional Tests									Eighth grade status ___ Ninth grade status ___			
Reading												
Mathematics												
Writing												
Attendance												

Needs Assessment

HARFORD COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

MIDDLE SCHOOL ______________________________ SCHOOL YEAR ______________________________

NEEDS ASSESSMENT

	GRADE 6				**GRADE 7**				**GRADE 8**			
	CURRENT **PERFORMANCE** (for this school year)		SUBSEQUENT **PERFORMANCE** (for NEXT school year)		CURRENT **PERFORMANCE** (for this school year)		SUBSEQUENT **PERFORMANCE** (for NEXT school year)		CURRENT **PERFORMANCE** (for this school year)		SUBSEQUENT **PERFORMANCE** (for NEXT school year)	
	Students		**Students**		**Students**		**Students**		**Students**		**Students**	
	ALL	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**
SUPPORT DATA												
CTBS/5												
DRP												

HARFORD COUNT BLIC SCHOOLS
SCHOOL IMPRC. .MENT PLAN

HIGH SCHOOL____________________________ SCHOOL YEAR____________________________

NEEDS ASSESSMENT

	GRADE 9				GRADE 10			
	GROWTH OBJECTIVE (for this school year)		EVALUATION		GROWTH OBJECTIVE (for this school year)		EVALUATION	
			Met	Actual			Met	Actual
	Students		Students		Students		Students	
	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS
MSPP								
Maryland Functional Tests								
Reading								
Mathematics								
Writing								
Attendance								
Dropout Rate								

HARFORD COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

HIGH SCHOOL_______________________ SCHOOL YEAR_______________________

NEEDS ASSESSMENT

	GRADE 9				GRADE 10			
	CURRENT PERFORMANCE (for this school year)		SUBSEQUENT PERFORMANCE (for NEXT school year)		CURRENT PERFORMANCE (for this school year)		SUBSEQUENT PERFORMANCE (for NEXT school year)	
	Students		Students		Students		Students	
	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS	ALL	GROUPS
SUPPORT DATA								

HARFORD COUNT' 'BLIC SCHOOLS
SCHOOL IMPRC. .MENT PLAN

HIGH SCHOOL______________________________ SCHOOL YEAR____________________________

NEEDS ASSESSMENT

	GRADE 11				**GRADE 12**			
	GROWTH OBJECTIVE (for this school year)		**EVALUATION**		**GROWTH OBJECTIVE** (for this school year)		**EVALUATION**	
			Met	**Actual**			**Met**	**Actual**
	Students		**Students**		**Students**		**Students**	
	ALL	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**
MSPP								
Maryland Functional Tests								
Reading								
Mathematics								
Writing								
Citizenship								
Dropout Rate								

Needs Assessment

HARFORD COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

HIGH SCHOOL______________________________ SCHOOL YEAR______________________________

NEEDS ASSESSMENT

	GRADE 11				**GRADE 12**			
	CURRENT PERFORMANCE (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)		**CURRENT PERFORMANCE** (for this school year)		**SUBSEQUENT PERFORMANCE** (for NEXT school year)	
	Students		**Students**		**Students**		**Students**	
	ALL	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**	**ALL**	**GROUPS**
SUPPORT DATA								

20

HARFORD COUNTY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

SCHOOL______________________________ SCHOOL YEAR________________

Needs Assessment *(Employ multiple data sources, disaggregated data, demographic information. Attach school related pages from MSPAP report and other relevant pages.)*

GOAL *(Long-term)*

Objective *(One-year student outcome)*

Strategies *(May include staff development)*

Activities

Activity	Person(s) Responsible	Time Line	Budget or Resource Needs

Milestones

(Checkpoints that measure progress toward the stated objectives)

QUARTER	INSTRUMENT	RESULTS	CHANGE IN STRATEGIES AND ACTIVITIES
I			
II			
III			
IV			

Evaluation

(Evidence of the achievement of the objective)

Budget

GOAL II *(Long-term)*

Objective II *(One-year student outcome)*

Strategies II

Activities II

Activity	Person(s) Responsible	Time Line	Budget or Resource Needs

Milestones II *(Checkpoints that measure progress toward the stated objectives)*

QUARTER	INSTRUMENT	RESULTS	CHANGE IN STRATEGIES AND ACTIVITIES
I			
II			
III			
IV			

Evaluation II *(Evidence of the achievement of the objective)*

Budget II

GOAL III *(Long-term)*

Objective III *(One-year student outcome)*

Strategies III

Activities III

Activity	Person(s) Responsible	Time Line	Budget or Resource Needs

Milestones III *(Checkpoints that measure progress toward the stated objectives)*

QUARTER	INSTRUMENT	RESULTS	CHANGE IN STRATEGIES AND ACTIVITIES
I			
II			
III			
IV			

Evaluation III *(Evidence of the achievement of the objective)*

Budget III

MPLEMENTATION PLAN *(Plan for revisiting progress of the plan, updates, revisions)*

EVALUATING SCHOOL IMPROVEMENT USING ANALYTIC RUBRIC

Directions for Use: *After completing the school improvement plan, the SBIDM Team or School Improvement Team will use the analytic rubric to evaluate the plan. Each team member should read the indicators under* ***Score Points 1, 2, and 3****; decide which set of indicators describe most closely the school improvement plan; and assign a score for each of the three areas: CONTENT, PARTICIPATION, AND MANAGEMENT. Team members will then compare their scores and come to a consensus on a score for each category. Enter the scores at the bottom of the rubric.*

ANALYTIC RUBRIC

I. CONTENT: The quality, comprehensiveness, and adequacy of the plan to meet data-based needs of the school.

Score Point 3

- Data from MSPP and other sources drive the school improvement plan.
- School needs are defined, prioritized, and addressed in the plan.
- Goals and objectives of the plan are clearly stated, logically connected to needs, attainable, and significant.
- Strategies and activities are logically connected to outcomes and grounded in "best practices" knowledge.
- The school improvement plan reflects balance in its attention to school needs.
- Number and scheduling of activities are feasible and appropriate.
- Resources and expertise essential to implementation of the plan are identified, and processes for accessing them are specified.
- Comprehensive criteria for evaluating plan implementation and attainment of outcomes are described.

Score Point 2

- Some data from MSPP and other sources are referenced to support school needs and the school improvement plan.
- Some of the needs of the school are addressed in the plan.
- Some goals and objectives are clearly stated and logically connected to needs.
- Total number of objectives addressed either are insufficient to address significant needs or too many to attain.
- Some of the objectives addressed by the plan are measurable.
- Limited evidence of logical relationships among strategies, activities, and objectives.
- Criteria for successful plan implementation and objective attainment are vague or inappropriate.
- Some evaluation instruments or procedures are inappropriate.

Score Point 1

- There is little evidence of the use of data from MSPP or other sources in the development of the plan.
- Plan reflects some school needs but priorities either are not defined or are not honored in the plan.

- The objectives of the plan are not measurable.
- Criteria for determining successful implementation are not clearly defined.
- Strategies and activities appear to be selected arbitrarily; limited or no evidence of research.
- Resources and expertise required to implement the plan are not available "in house" and/or are not accessed.
- Evaluation procedures are undefined.

II. PARTICIPATION: The extent to which the total school community was/is engaged in the development of the school improvement plan.

Score Point 3

- A formal process has been developed, in collaboration with the school community, and is being implemented to assure broad-based input and involvement in the selection of school improvement team members.
- Membership on the school team reflects the diversity of the school community with respect to race, gender, occupation, and socioeconomic level.
- There is evidence of collaboration and active involvement of the school team in the development of the school improvement plan.
- Members of the school community are regularly updated regarding the development/revision of the school improvement plan.

Score Point 2

- School improvement team members are selected with little or no attention to diversity.
- Some important stakeholder groups within the school community are not represented on the school improvement team.
- The process for selecting school improvement team members is not defined and/or is not understood by the total school community.
- There is limited evidence of broad-based participation in the development of the school improvement plan.

Score Point 1

- The school improvement team includes representatives from only one stakeholder group.
- The school improvement plan reflects the interests of limited stakeholders.

III. MANAGEMENT: The processes put in place to assure effective implementation of the plan.

Score Point 3

- Responsibilities for carrying out the plan are clearly assigned.
- The responsibilities assigned to individuals/groups are appropriate to their roles/assignments.
- Throughout the plan, processes for accountability are clearly spelled out.
- Budgets, where appropriate, are detailed and feasible; funding sources are clearly specified.
- The training and staff development required to implement the plan are fully defined, along with provisions for accessing them.
- A formal process is implemented for regular review and revision of the school improvement plan.
- Quarterly milestones are established for monitoring and making course corrections in the school improvement plan.

Score Point 2

- Individuals/groups are given responsibilities inappropriate to their role(s) and/or the resources available to them.
- Timelines for activities are inappropriate; limited evidence of coordination of activities.
- Budget is generally appropriate to plan objectives but may lack sufficient detail, assign responsibility to school VERSUS school system VERSUS other sources incorrectly, or may reflect unnecessary expenses.
- Important training and staff development needs are not fully defined or procedures for accessing staff development are not fully described.
- The school improvement plan is reviewed occasionally.

Score Point 1

- Responsibility and accountability are not assigned.
- Timelines or important parts of timelines are omitted, OR too much or too little time is allocated to activities.
- Budgets are either omitted or inappropriate.
- The training and staff development needs required for implementation of the plan are not addressed.
- The school improvement plan is not reviewed.

- -

The strategic plan for school improvement was evaluated based on the rubric above. The score is:

______ Content ______ Participation ______ Management

SCHOOL IMPROVEMENT TEAM SIGN-OFF SHEET

Principal ______________________ (Please Print or Type) ______________________ (Signature and Date)

School ______________________

Address ______________________

____

Telephone Number ______________________

School Improvement Team Members

Name and Title (Please Print or Type)	Signature and Date

(Please continue on the reverse side if more space is needed.)

Maryland State Department of Education

National Board for Professional Teaching Standards

FACT SHEET

30

SEPTEMBER 1997

1. What is the National Board for Professional Teaching Standards?

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan organization governed by a 63 member Board of Directors, comprised primarily of classroom teachers.

Its purpose is to improve student learning in America's schools by developing a system of advanced, voluntary certification for elementary, middle, and high school teachers. The National Board is establishing rigorous standards and assessments for what accomplished teachers should know and be able to do.

2. What is National Board Certification?

National Board Certification is acknowledgment that a teacher is highly accomplished, having met challenging professional teaching standards as evidenced by performance-based assessments. At the present time, there are 595 teachers nationwide who have achieved National Board Certification. Completion of the process is recognized as a valuable professional development experience.

3. Who is eligible?

At the time of application, a candidate must hold a baccalaureate degree, have taught successfully for a minimum of three years, and have held a valid state teaching certificate for those three years, or, where a certificate is not required, taught in schools recognized and approved to operate by the State.

4. What are the Certification areas?

Currently, certification is being offered in seven areas:

- Early Childhood/Generalist (ages 3-8)
- Middle Childhood/Generalist (ages 7-12)
- Early Adolescence/Generalist (ages 11-15)
- Early Adolescence/English Language Arts (ages 11-15)
- Early Adolescence through Young Adulthood/Art (11-18+)
- Adolescence and Young Adulthood/Mathematics (ages 14-18+)
- Adolescence and Young Adulthood/Science (ages 14-18+)

5. What is the assessment process for National Board Certification?

The assessment process is two-tiered—the Portfolio and the Assessment Center. The Portfolio consists of five different classroom entries which include videotapes of classroom interactions and student work of particular kinds. In addition to the classroom-based entries, evidence of work outside the classroom with parents and the community-at-large is required. All documentation is accompanied by analytical commentary.

The Assessment Center consists of a full day of assessment exercises typically administered in four 90-minute sessions. These written assessments, focus on teaching and content knowledge. There are four Assessment Centers in Maryland: Bethesda, Columbia, Pikesville, and Salisbury.

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6. What is the cost of National Board Certification?

The current assessment fee is $2000. Other expenses may include copying costs, videotapes, tape duplication, travel to the assessment centers, resource materials, and potential lodging.

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7. What is Maryland doing to help teachers with National Board Certification?

The Maryland General Assembly recently enacted a Fee Incentive Program to support teachers seeking National Board Certification. The number of teachers selected to participate in the Fee Incentive Program is limited to teachers in participating local school systems and is subject to annual appropriation.

---

8. Whom should I contact for more information?

Local school systems who are participating in the first year of the Fee Incentive Program have identified a contact person for their respective systems. For further information, contact:

Allegany County	James M. Smith	(301) 759-2033
Baltimore City	Brenda Conley	(410) 396-1520
Baltimore County	LaVerne Lee	(410) 887-2933
Calvert County	Victoria Karol	(410) 535-7219
Caroline County	Edward Centofante	(410) 479-3252
Cecil County	Barbara Wheeler	(410) 996-5464
Charles County	Roy Yanosh	(301) 934-7238
Frederick County	Michael Copen	(301) 694-2178
Garrett County	Henrietta Lease	(301) 334-8903
Harford County	Kathie Eng	(410) 588-5226
Howard County	Doris Novak	(410) 313-7011
Kent County	Barbara Kergaard	(410) 778-7135
Montgomery County	Karolyn Rohr	(301) 279-3900
Prince George's County	Sterling Marshall	(301) 952-6020
Queen Anne's County	James Jennings	(410) 758-2403
Somerset County	Clarence Johnson	(410) 651-1616
St. Mary's County	William May	(301) 475-4221
Talbot County	Teena Gorrow	(410) 822-0330
Washington County	Donna Newcomer-Coble	(301) 766-2804
Worcester County	Lana Williams	(410) 632-2582

For more information, contact: Ron Peiffer (410) 767-0473 or Joann Ericson (410) 767-0399 or visit NBPTS Online at http://www.nbpts.org.

Maryland State Department of Education

FACT SHEET:
Regional Professional Development Networks

1. What are the the Regional Professional Development Networks?

Regional Professional Development (RPD) Networks are the outgrowth of Regional Staff Development Centers, which were created in 1991 to support school-based instructional decision making. Centers were established in the Metro Region (Baltimore City and Prince George's County), the Eastern Shore (nine counties), and Western Maryland (four counties).

With FY 98, the centers are being expanded into networks to serve all 24 local school systems and refocused to strengthen professional development for improved K-12 instruction. The networks will supplement school system staff development efforts.

2. What are the RPD Networks' priorities?

Many initial activities will focus on helping teachers implement the Maryland State Department of Education's Core Learning Goals/Skills for Success at the high school level. Performance-based instruction K-8 will also be a top priority.

3. Are the RPD Networks part of a State plan for professional development?

The RPD Networks are part of a plan developed by the Maryland Business Roundtable for Education. This plan, *Recommendations of Strategic Directions for Professional Development in Maryland's Public Schools 1996-2000*, outlines key professional development strategies that must be implemented before Maryland can fully achieve its school reform objectives.

The RPD Networks are designed to execute Strategy 1 in *Strategic Directions for Professional Development* — to implement effective professional practices linked to improved student performance. The Networks also fulfill the requirement that state-funded professional development initiatives include measures of program quality, improved classroom practice, and improved student achievement.

4. Are there standards for the RPD Networks?

The Committee on Professional Development used the National Staff Development Council's *Standards for Staff Development*, among other sources, to develop *Strategic Directions for Professional Development*. The RPD Networks will most likely use these standards. Endorsed by the State Board of Education in October 1996, the standards are currently being used to fund the Maryland State Department of Education's staff development initiatives, and many of Maryland's local school systems are incorporating them into their school improvement plans.

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5. How will the RPD Networks help improve instruction and student learning?

The Networks will support implementation of superior staff development programs that result in documented teaching and learning improvement. Because the Networks are collaborative ventures across school systems and the State Department of Education, it is expected that they will share grant proposals, staff development designs, materials, evaluation designs and results, and lessons learned.

To ensure that the Networks focus on improved instruction and student learning, each system will be accountable for collecting and reporting the following data:

- Numbers of participants trained
- Participants' reactions to staff development activities
- Evidence of participants' learning as a result of activities implemented
- Evidence of participants' use of the knowledge and skills acquired
- Documented results of program's effectiveness, the degree of each objective's achievement, and the impact of the initiative on classroom instruction and student learning

6. How are the RPD Networks funded?

The RPD Networks are funded by grants from the Maryland State Department of Education. During FY 98, the grants were made to individual schools systems based on plans approved by the Department. Beginning in FY 99, the systems will collaborate and submit regional plans that address both common and unique professional development needs.

7. How are the RPD Networks governed?

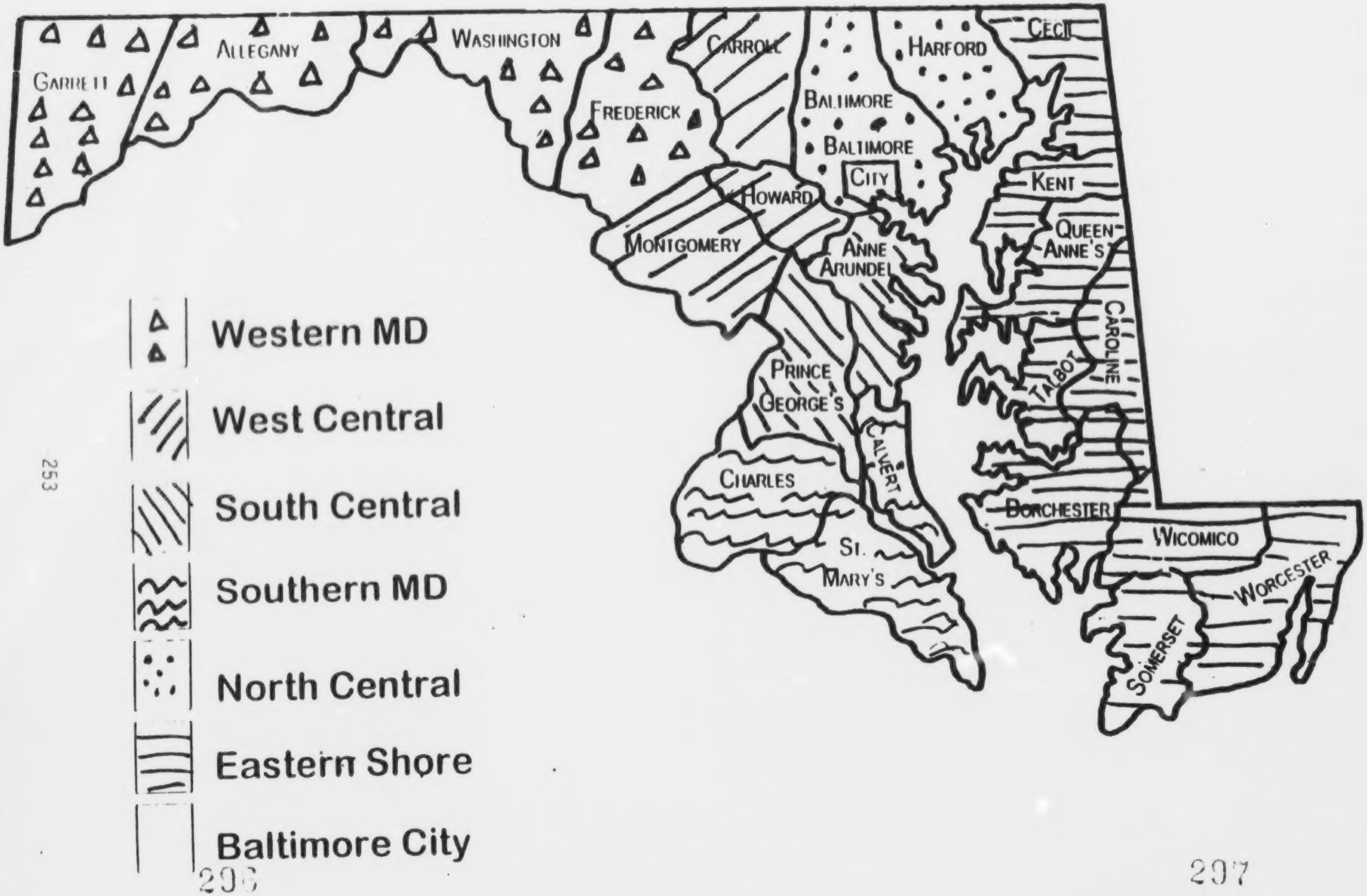
Each RPD Network is governed by a steering committee with significant stakeholder membership, including local school system staff, higher education representatives, Maryland State Department of Education staff, and, where appropriate, professional development schools.

8. Where do I get additional information?

For additional information, contact Mary Bea Preston in the Staff Development Branch, Division of Instruction and Staff Development, at 410-767-0384.

Updated October 15, 1997

Regionally Focused Professional Development Networks



Garrett
Allegany
Washington
Frederick
Carroll
Baltimore
Harford
Cecil
Baltimore City
Howard
Montgomery
Anne Arundel
Kent
Queen Anne's
Caroline
Talbot
Prince George's
Calvert
Charles
St. Mary's
Dorchester
Wicomico
Worcester
Somerset
Western MD
West Central
South Central
Southern MD
North Central
Eastern Shore
Baltimore City

Maryland State Department of Education

FACT SHEET

Recommendation of Strategic Directions for: Professional Development in Maryland's Public Schools 1996-2000

1. What is the *Recommendation of Strategic Directions for: Professional Development in Maryland's Public Schools 1996-2000?*

Strategic Directions for Professional Development, created by the Maryland Business Roundtable for Education, outlines key professional development strategies that must be implemented before Maryland can fully achieve its school reform objectives. The plan, accepted by the Maryland State Board of Education in April 1996, is based upon the following principles:

- Professional development allows all those involved in educating Maryland's students to be active partners in a learning community.
- Staff have the time, opportunity, and encouragement to develop practices that enhance student learning.
- Professional development goes beyond traditional in-service training, encompassing more innovative teaching and learning methods.
- Professional development acts as a bridge between educational goals and student achievement and makes continuous improvement possible.

2. How will the plan be implemented?

Making this vision a reality requires leadership, resources, support systems, strategic partners, and the identification of best practices.

3. Why do current professional development methods require change?

Professional development for educators is in transition. Just as business and industry must innovate to remain competitive, the many challenges schools now face, such as increasing demand for higher academic standards, require a reassessment and refinement of professional development methods.

Changing expectations also greatly affect professional development. As teachers are asked to assume more responsibility for curriculum, assessment, and site-based decision making, a growing body of opinion and research among teachers and experts alike indicates that conventional forms of professional development are often ineffective.

4. How do we ensure that professional development is focused, accessible, and ongoing?	1. *Implement those professional development practices that are linked to improved student performance across Maryland.* Results-oriented professional development must be a component of every school improvement plan. Current school improvement initiatives require that much professional development activity be school-based. As such, the individual development plans required under Maryland's new recertification system will provide the link among clearly defined needs and goals, appropriate learning activities, and improved results. 2. *Examine and realign existing support systems (e.g., time, money, technology, needs assessment, performance feedback, accountability) to create a culture that encourages and sustains effective professional development.* 3. *Provide visible leadership and advocacy for professional development.* Public support must be cultivated so that professional development is not misconstrued as a sign of teacher deficiency or perceived as a low priority. Professional development is an investment that can, and must, improve classroom practice and student performance.
5. How will the plan be implemented?	An action plan outlining key tactics and identifying the groups needed to participate has been developed to turn the strategies discussed above into actions. An implementation leadership group is now concentrating on training, communication, money, and time as essential first steps.
6. Are standards for professional development discussed in the plan?	The Committee on Professional Development used the National Staff Development Council's *Standards for Staff Development*, among other sources, to create its plan. The *Standards for Staff Development*, endorsed by the State Board of Education in October 1996, are being used in the Maryland State Department of Education's programs. Additionally, many of Maryland's local school systems are incorporating these standards into their school improvement initiatives.
7. Where do I get additional information?	For additional information, contact Gaye E. Brown in the Staff Development Branch, Division of Instruction and Staff Development, at 410-767-0381.

Updated October 15, 1997

WHAT MATTERS MOST: TEACHING FOR AMERICA'S FUTURE
SUMMARY OF RECOMMENDATIONS

The report of the National Commission on Teaching & America's Future, What Matters Most: Teaching for America's Future, offers what we believe is the single most important strategy for achieving America's educational goals: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools. The plan is aimed at ensuring that all communities have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work. A caring, competent, and qualified teacher for every child is the most important ingredient in education reform. The Commission's proposals are systemic in scope, not a recipe for more short-lived pilots and demonstration projects. They require a dramatic departure from the status quo, one that creates a new infrastructure for professional learning and an accountability system that ensures attention to standards for educators as well as students at every level, national, state, local school district, school, and classroom.

The Commission offers five major recommendations to address these concerns and accomplish their goal:

I. Get serious about standards, for both students and teachers.

- Establish professional standards boards in every state .
- Insist on accreditation for all schools of education.
- Close inadequate schools of education.
- License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.
- Use National Board standards as the benchmark for accomplished teaching.

II. Reinvent teacher preparation and professional development.

- Organize teacher education and professional development programs around standards for students and teachers.
- Develop extended, graduate-level teacher preparation programs that provide a yearlong internship in a professional development school.
- Create and fund mentoring programs for beginning teachers along with evaluation of teaching skills.
- Create stable, high-quality sources of professional development.

III. Fix teacher recruitment and put qualified teachers in every classroom.

- Increase the ability of low-wealth districts to pay for qualified teachers, and insist that districts hire only qualified teachers.
- Redesign and streamline district hiring.
- Eliminate barriers to teacher mobility.
- Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.
- Develop high-quality pathways to teaching for a wide range of recruits.

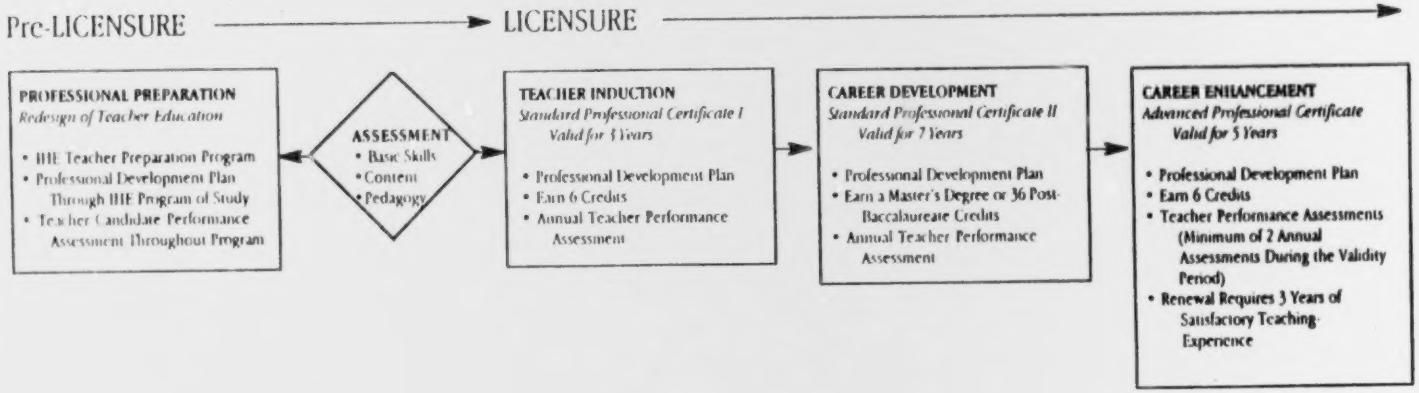
IV. Encourage and reward teacher knowledge and skill.

- Develop a career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill.
- Remove incompetent teachers.
- Set goals and enact incentives for National Board Certification in every state and district. Aim to certify 105,000 teachers in this decade, one for every school in the United States.

V. Create schools that are organized for student and teacher success.

- Flatten hierarchies and reallocate resources to send more dollars to the front lines of schools: Invest more in teachers and technology and less in nonteaching personnel.
- Provide venture capital in the form of challenge grants to schools for teacher learning liked to school improvement and rewards for team efforts that lead to improved practice and greater learning.
- Select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools.

PERFORMANCE-BASED TEACHER LICENSURE SYSTEM IN MARYLAND



Pre-LICENSURE → LICENSURE →

PROFESSIONAL PREPARATION
Redesign of Teacher Education

- IHE Teacher Preparation Program
- Professional Development Plan Through IHE Program of Study
- Teacher Candidate Performance Assessment Throughout Program

ASSESSMENT

- Basic Skills
- Content
- Pedagogy

TEACHER INDUCTION
Standard Professional Certificate I
Valid for 3 Years

- Professional Development Plan
- Earn 6 Credits
- Annual Teacher Performance Assessment

CAREER DEVELOPMENT
Standard Professional Certificate II
Valid for 7 Years

- Professional Development Plan
- Earn a Master's Degree or 36 Post-Baccalaureate Credits
- Annual Teacher Performance Assessment

CAREER ENHANCEMENT
Advanced Professional Certificate
Valid for 5 Years

- Professional Development Plan
- Earn 6 Credits
- Teacher Performance Assessments (Minimum of 2 Annual Assessments During the Validity Period)
- Renewal Requires 3 Years of Satisfactory Teaching-Experience

REPORT OF THE TASK FORCE
ON
SCHOOL ENROLLMENT AUDITS

PRESENTATION TO:

THE TASK FORCE ON
EDUCATION FUNDING EQUITY,
ACCOUNTABILITY, AND PARTNERSHIPS

NOVEMBER 12, 1997

Prepared by the Maryland State Department of Education

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EXECUTIVE SUMMARY

BACKGROUND:

- **August, 1996 Performance Audit Report**

  The Office of Legislative Audits released a report on the first phase of a performance audit designed to evaluate the Department's procedures for distributing aid to local subdivisions and monitoring the use of the funds. The auditors recommend that the Department perform a complete review of its Maryland Student Records System Manual (Manual) and make appropriate revisions based on the comments and recommendations contained in the audit report.

- **April, 1995 Compliance Audit Report**

  Office of Legislative Audits released a compliance audit report on MSDE. Included in the recommendations is one which states that MSDE should develop more comprehensive audit procedures to determine accuracy of enrollment reported by local school systems. It is also recommended that MSDE consider using a statistical sampling methodology.

REVISIONS TO MARYLAND STUDENT RECORDS SYSTEM MANUAL:

- **Task Force**

  A Task Force was appointed to recommend revisions to the Manual in November, 1996. They completed their work and their recommended revision to the Manual were adopted by the Maryland State Board of Education in August 1997.

- **Task Force Recommendations/ Revisions to the Maryland Student Records System Manual**

  The revisions to the Manual, address the following issues:

  1. Documentation of Student Attendance
  2. Recommended Guidelines for Computer Controls
  3. Documentation of Evidence of Birth
  4. Student Age
  5. Extended Absences (Chronic Non-Attenders)
  6. Documentation of Proof of Residency
  7. Documentation of Immunization

THE AUDIT PROCESS:

- **Formation of Task Force on School Enrollment Audits**

  After recommendations were made for revisions to the Manual, a second task force was formed in February 1997 to develop recommendations regarding audit procedures, the legislative audit proposal of using statistical sampling for school enrollment audits, and the issue of audit recovery. This task force was comprised of representatives from six local school systems, the Office of Legislative Audits, and MSDE. The recommendations proposed by this task force will be used beginning with audits of September 30, 1997 reported enrollment.

- **Audit Procedures**

  The MSDE Audit Office will continue to conduct the audits of reported student enrollment. The audit process will consist of various testing procedures to determine compliance with applicable laws, regulations, and procedures. Technology allows for some testing to be performed for the entire reported September 30 population for certain attributes. The testing process will also consist of testing a randomly selected sample of student records for certain attributes.

Computerized Testing of September 30 Student File:

The entire September 30 enrollment tape will be reviewed for:

a. Duplicate Enrollment (students counted more than once)
b. Age Appropriateness of Reported Students (between the ages of 5 and 21)

Statistical Sampling

A statistically valid random sample of approximately 400 students will be selected from the September 30 enrollment tape. Student files and attendance records for the selected students will be requested from the school system and tested for:

a. Adequate documentation of residency
b. Adequate documentation of immunization
c. Attendance adequate for inclusion in the September 30 enrollment count

Note: The auditor may perform additional tests as considered necessary in the circumstances in his/her professional opinion.

AUDIT RECOVERY:

- **Over Enrollment**

  In some instances the findings of the audit may indicate that the local school system has overstated enrollment. In those instances, MSDE will seek reimbursement for the number of students over reported. Depending on the type of error, recovery will be sought on either a one-for-one basis or an extrapolated basis.

  Errors to be recovered on a one-for-one basis:

  Duplicate Enrollment
  Inappropriate Age
  Residency Errors

  Errors to be extrapolated to the entire population:

  Errors related to attendance records
  Errors related to immunization records will be extrapolated.

  Recovery will be based on the low end of the precision interval

- **Under Enrollment**

  Substantiated under enrollment may be used to offset an audit determination of over enrollment on a one-for-one basis.

- **Timing of Recovery**

  The timing of the recovery of funds will depend upon the date of the conclusion of the audit in order to provide local school systems the opportunity to plan for repayments.

CONCLUSION:

Beginning with audits of the September 30, 1997 reported enrollment, the Department will be utilizing the audit procedures and methods of recovery as recommended by the task force. At a point in the future, the results of those audits will be evaluated and a determination will be made as to the efficiency and effectiveness of the implementation of the audit procedures and recovery methods recommended by the task force.

BACKGROUND:

April, 1995 Compliance Audit Report

On April 28, 1995, the Office of Legislative Audits released a report on its compliance audit of the Maryland State Department of Education for the period beginning September 16, 1991 and ending June 30, 1994. In the report, the auditors recommended that the Department's Audit Office develop and implement more comprehensive procedures to verify that enrollment data received from local education agencies is accurate. They further recommended that the Office consider using a statistical sampling methodology to perform the verification procedures.

As a result, beginning in January, 1996, the Department's Audit Office expanded their audit procedures to include examinations of samples of attendance records and student files at the schools. Additionally, the Office began using a statistical sampling methodology to perform the verification procedures.

August, 1996 Performance Audit Report

On August 30, 1996, the Office of Legislative Audits released a report on the first phase of a performance audit designed to evaluate the Department's procedures for distributing aid to local subdivisions and monitoring the use of the funds. One of the auditors' recommendations suggested that the Department perform a complete review of its Maryland Student Records System Manual (Manual) and make appropriate revisions based on the comments and recommendations throughout the audit report.

The Department responded that a committee would be formed to review and revise the Manual and that the committee would take the findings and recommendations of the audit report into consideration; particularly, those comments regarding the adequacy and retention of documents related to attendance and student files.

The results of the first phase of the performance audit were presented to the House Appropriations Committee on September 10, 1996. Subsequently, a Special House Committee on School Enrollment Management, chaired by Delegate Thomas E. Dewberry, was formed. On October 23, 1996, a joint hearing was held before the Special House Committee on School Enrollment Management and the Senate Budget and Taxation Health, Education, and Human Resources Subcommittee, chaired by the late Senator John A. Cade. At that hearing the Department advised the joint committee that the Manual would be revised, to address the issues raised in the audit report, by the end of 1996.

REVISIONS TO MARYLAND STUDENT RECORDS SYSTEM MANUAL:

Formation of Task Force on Revisions to Manual

A task force composed of 9 representatives from 6 local school systems, 2 representatives from the legislature, 1 representative from DHMH, and 5 representatives from MSDE was formed and developed recommendations for revisions to the Manual. The Department reported back to the joint committee on January 22, 1997 with the draft recommended revisions. Those revisions were adopted by the State Board of Education in August, 1997.

- **Task Force Recommendations/ Revisions to the Manual**

At the time the audit report was released, the Department was planning a complete revision of the Manual, a process that was expected to take 18 months to complete. Therefore, the recommendations of the task force were meant only to address the immediate concerns raised by the recent audits. The complete revision process is currently in progress.

The revisions to the Manual, adopted by the State Board of Education in August, 1997, addressed the following seven issues:

1. **Documentation of Student Attendance**

   Additional pages were added to the Manual clarifying the types of attendance documents that need to be maintained, particularly in automated systems, so that system output can be verified for accuracy with system input. Although each local school system continues to establish its own procedures for documenting attendance, certain established criteria must be included.

2. **Recommended Guidelines for Computer Controls**

   Recommended guidelines for adequate controls in computerized systems have been added to the Manual as a resource for local school systems.

3. **Documentation of Evidence of Birth**

   The Manual was amended to provide clarification that documentation providing evidence of the student's birth date must be seen by a designated official and noted in the student file. The task force encountered difficulty in reaching a consensus on this issue. Several members wanted a copy of the document verifying the student birth date included in the student file. However, the majority felt this was an unnecessary administrative burden and that verification that the document had been seen was sufficient.

4. **Student Age**

   The Manual was amended to provide clarification of two issues related to age.

   a. January 1 Birthdays

   At least one local school system was allowing children with a January 1 birthday to be admitted to school a year early, based upon a 1952 letter from the Attorney General's Office. Therefore, the issue of age (e.g., a December 31 cutoff) needed to be clarified.

b. Funding for 5 and 6 year olds

Some local school systems felt there needed to be clarification regarding the funding allowed for 6 year olds in kindergarten. The Manual was modified to more clearly state the policy, that is, grade takes precedence over age. For example, a 6 year old in kindergarten counts as a one-half (½) full-time equivalent for basic current expense funding purposes, except in Garrett County.

5. Extended Absences (Chronic Non-Attenders)

In accordance with Section IV of the Manual, a student can be included as enrolled for the computation of basic current expense, if the student "is present at least one day in September and not marked withdrawn on or before September 30. However, if the student is not present on September 30 nor is the student present subsequent to September 30, and it is determined prior to filing the end of November adjustment report, that the student has terminated enrollment, it must be assumed that the date of withdrawal is the school day following the last day of attendance."

Members of the task force felt additional clarification was needed in determining when a student had terminated enrollment. It can be difficult to determine whether enrollment has been terminated when the student has attended at least one day in September and has not attended in October, although retention and dropout prevention interventions are taking place.

Therefore, the Manual was amended to clarify the type of documentation that must be included in the student file to determine that adequate retention and dropout prevention interventions are being made in order to include a student in the enrollment count. (Only applies to students under age 16 - Compulsory Attendance law)

6. Documentation of Proof of Residency

Local school systems continue to establish policies and procedures related to residency. However, the Manual was amended to require that certain provisions be included in the local policies, such as, inclusion of the document providing proof of bona fide residence in the student file and a list of acceptable documents providing proof of bona fide residence.

7. Documentation of Immunization

The Manual has been clarified to indicate that a properly completed DHMH 896 be included in each student file (i.e., signature, title, and date), procedures to be followed for vaccines administered after completion of the DHMH 896, procedures to be followed for temporary admittance of students not in compliance with immunization requirements, and procedures to be followed for homeless students.

- **Additional Recommendations**

Additionally, it was recommended a task force be formed to develop recommendations regarding the issue of audit procedures to be applied to verify reported enrollment and monetary recoveries resulting from such audits.

THE AUDIT PROCESS:

- **Formation of Task Force on School Enrollment Audits**

After recommendations were made for revisions to the Manual, a second task force was formed to develop recommendations regarding audit procedures and the legislative audit proposal of using statistical sampling for school enrollment audits. The task force was comprised of six (6) representatives from the following school systems: Baltimore City, Frederick County, Harford County, Montgomery County, St. Mary's County, and Worcester County. Also serving on the task force were three (3) representatives from the Maryland State Department of Education and one (1) representative from the Office of Fiscal Services. The recommendations of the task force, detailed below, were presented to school business officials on March 6, 1997 and to local school superintendents on March 7, 1997. They will be implemented beginning with audits of September 30, 1997 reported student enrollment.

- **Audit Procedures**

The MSDE Audit Office will continue to conduct the audits of reported student enrollment. The audit process will consist of various testing procedures to determine compliance with applicable laws, regulations, and procedures. Technology allows for some testing to be performed for the entire reported September 30 population for certain attributes. The testing process will also consist of testing a randomly selected sample of student records for certain attributes.

Computerized Testing of September 30 Student File:

Procedure
The September 30 enrollment tape submitted by the LEAs will be reviewed electronically for the entire population for certain attributes.

Attributes to be Tested
The entire September 30 enrollment tape will be reviewed for:

a. Duplicate Enrollment (students counted more than once)
b. Age Appropriateness of Reported Students (between the ages of 5 and 21)

Statistical Sampling

Procedure

A random sample of students will be selected from the remaining students (the sample frame) on the September 30 enrollment tape.

Sampling Parameters

The criteria to be utilized for selecting the sample are a 95% confidence level, a 3% precision interval and a 1% planned error rate. This will result in a sample size of approximately 400 students for each of the 24 school systems in Maryland. Concerns were expressed among the members of the task force that a sample size of 400 students could be statistically valid for populations ranging from approximately 2,900 students in Kent County to 125,200 students in Prince George's County. However, in accordance with the American Institute of Certified Public Accountant's Statements on Auditing Standards, the number of items in the population has virtually no effect on sample size unless the population is very small. The confidence level, precision interval, and planned error rate determine the sample size. The Department's statisticians verified the computations of sample size.

Attributes to be Tested

Student files and attendance records will be requested from the school system for the selected students in the sample. The student files will be reviewed for proper documentation of residency and immunizations. The attendance records will be reviewed to determine that attendance is adequate for the student to be counted as enrolled at September 30.

Note: The auditor may perform additional tests as considered necessary in the circumstances in his/her professional opinion.

AUDIT RECOVERY:

- **Over Enrollment**

In some instances the findings of the audit may indicate that the local school system has overstated enrollment. In those instances, MSDE will seek reimbursement for the number of students overreported. Depending on the type of error, recovery will be sought on either a one-for-one basis or an extrapolated basis.

Errors to be recovered on a one-for-one basis:

MSDE will seek reimbursement on a one-for-one basis for students that are ineligible for the September 30 enrollment count as the result of the computerized testing of the entire population; that is, ineligibility due to being included on the enrollment tape more than once or ineligibility due to failure to meet age appropriateness.

Additionally, one for one reimbursement will be required for students not meeting residency requirements. Ineligibility due to noncompliance with residency regulations will not be extrapolated to the entire population, as one would not expect to find this type of error consistently within the population. That is, one would expect to find this error more frequently in areas near the borders of jurisdictions bordering other states, rather than evenly throughout the jurisdiction.

Errors to be extrapolated to the entire population:

Errors in over reported enrollment found through statistical sampling will be extrapolated to the entire population, with the exception of errors related to residency, as explained above. There will be an allowance of a 1% error threshold before extrapolation. Errors related to attendance records and immunization records will be extrapolated.

Recovery will be based on the low end of the precision interval. (See page 14)

- **Under Enrollment**

  It is the responsibility of the LEA to provide the necessary documentation to substantiate the existence of unreported students. The scope of the auditors examination will not include the identification of under reported enrollment.

  Substantiated under enrollment may be used to offset an audit determination of over enrollment on a one-for-one basis.

- **Timing of Recovery**

  The timing of the recovery of funds will depend upon the date of the conclusion of the audit in order to provide local school systems the opportunity to plan for repayments. If the audit process concludes before May 1, recovery of funds may occur in the current or subsequent fiscal year. If the audit process concludes after May 1, recovery of funds may occur in the subsequent or next subsequent fiscal year.

CONCLUSION:

The Department has been utilizing statistical sampling as a method of randomly selecting student files for audit testing since January, 1996. However, up to this point in time, the results of the testing have not been extrapolated to the entire population for the purpose of recoveries. Since the issuance of the legislative auditors report, the Manual has been revised and the revisions have been adopted by the Maryland State Board of Education. During the spring and summer of this year, staff development was provided both within MSDE and among the local school systems regarding those revisions and the expectations for the content and retention of student records.

Therefore, beginning with audits of the September 30, 1997 reported enrollment, the Department will be utilizing the audit procedures and methods of recovery as recommended by the task force in the above report. At a point in the future, the results of those audits will be evaluated and a determination will be made as to the efficiency and effectiveness of the audit procedures and recovery methods recommended by the task force.

EVALUATION OF AUDIT FINDINGS RESULTING FROM THE USE OF STATISTICAL SAMPLING:

EXAMPLE #1:

Population Size:	30,000	
Current Expense Aid Per Student:	$ 2,500	
Sample Size:	400	
Number of Errors Found in Sample:	4	
Less: 1% error threshhold:	4	
Errors to be extrapolated:	0	
Number of Students Disallowed:	**4**	
Recovery (4*$2500)	**$ 10,000**	

EXAMPLE #2:

Population Size:	30,000	
Current Expense Aid Per Student:	$ 2,500	
Sample Size:	400	
Number of Errors Found in Sample:	8	
Less: 1% error threshhold:	4	
Errors to be extrapolated:	4	
Error Rate (4/400):	1%	
Precision Interval	.0002 to .0198	(.01+/-.0098)
Estimated Error in the Population:	6 to 594	(.0002*30000) to (.0198*30000)
Number of Students Disallowed:	**10**	(6 from extrapolation and 4 from 1% threshhold)
Recovery (10*$2500)	**$ 25,000**	

EXAMPLE #3:

Population Size:	30,000	
Current Expense Aid Per Student:	$ 2,500	
Sample Size:	400	
Number of Errors Found in Sample:	12	
Less: 1% error threshhold:	4	
Errors to be extrapolated:	8	
Error Rate (8/400):	2%	
Precision Interval	.0063 to .0337	(.02+/-.0137)
Estimated Error in the Population:	189 to 1011	(.0063*30000) to (.0337*30000)
Number of Students Disallowed:	**193**	(189 from extrapolation and 4 from 1% threshhold)
Recovery (193*$2500)	**$ 482,500**	

APPROACHES TO DETERMINING STUDENT ENROLLMENT
AND
DISTRIBUTING EDUCATION AID TO LOCAL SCHOOL SYSTEMS

PRESENTATION TO:

THE TASK FORCE ON
EDUCATION FUNDING EQUITY,
ACCOUNTABILITY, AND PARTNERSHIPS

NOVEMBER 12, 1997

Prepared by the Maryland State Department of Education

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EXECUTIVE SUMMARY

INTRODUCTION:

In August, 1996, the Office of Legislative Audits issued a report on a performance audit they had conducted of the Maryland State Department of Education (MSDE). Among the auditors findings was one which stated that the "method of distributing basic current expense aid (enrollment) does not provide financial incentive to encourage attendance" and further stated that this was a "policy issue". The auditor's comments included a recommendation that the Department consider fostering legislation to distribute basic current expense aid to LEAs based upon average daily attendance (ADA). The Department responded that it would research and evaluate other states experiences with implementing alternative methods of distributing aid to local school systems. As a result this report has been prepared.

BACKGROUND:

States use a wide variety of methods to distribute aid to local school systems. In fact, no two states fund education in exactly the same way, as each state attempts to allocate funds to meet its perceived educational needs.

Most states divide their aid to education into two types; basic support aid and categorical aid. Categorical aid must be spent on a specific, identified, educational need such as special education, compensatory education, and vocational education. It may or may not require a local contribution.

Basic support aid is the main component of most state's education financing. It is a general purpose aid that is to be spent on the day-to-day operations of the school district. Basic support aid is designed to equalize the distribution of aid in direct relationship with educational need and inversely to local ability to pay: that is, the greater the perceived educational need of the district, the more aid it will receive compared to districts with less need; and the greater the ability of a district to finance education, the less aid it will receive compared to districts with lower ability.[1] In Maryland, the allocation of basic support aid (state share of basic current expense), is based upon a formula that incorporates enrollment size and a local jurisdiction's taxable wealth. The remainder of this report will focus on basic support aid and enrollment size.

Most states use one of three methods to define the size of student population; enrollment (ENR), average daily attendance (ADA), or average daily membership (ADM).

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[1] American Education Finance Association and the Center for the Study of the States. Public School Finance Programs of the United States and Canada, 1993-1994

DEFINITIONS: METHODS OF DETERMINING STUDENT POPULATION SIZE:

Descriptions of each method, perceived benefits, and concerns for each method follow.

Enrollment (ENR):
Enrollment is based upon the number of students in membership, that is, the aggregate number of students present and absent on a particular day. This is the method used in Maryland in accordance with the Education Article, Section 5-202 of the Annotated Code of Maryland. Enrollment is calculated based upon the number of students enrolled on September 30 each year.

Benefits:

- Currently being utilized; no changes required

Concerns:

- Measures student population at only one point in time
- Ability to manipulate data related to student population

Average Daily Membership (ADM):
The average daily membership is based upon the sum of the days present and absent of all students when school is in session. It is the most common method utilized for determining the size of student populations.

Benefits:

- Level of state aid remains relatively constant
- Measures student population during the entire year, rather than at one point in time
- Local school systems currently provide MSDE with data needed for calculation

Concerns:

- Will affect timing of budget calculations. Current statute provides for the use of the September 30 enrollment count of the previous school year for calculation of basic current expense. ADM would require the use of data from the second previous school year, as average data would not yet be available for the first previous school year at the time the basic current expense needs to be calculated to be included in the budget.

Average Daily Attendance (ADA):
The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day of the September to June school year. The percent average daily attendance is determined by dividing the aggregate number of students in attendance by the aggregate number of students in membership for the September to June school year.[2]

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[2] Source: Guide for Defining the Data-Base Areas By Local School Systems, Maryland School Performance Program, Part II, Maryland State Department of Education. Revised February, 1997

Benefits:

- Provides a financial incentive for local school systems to encourage improved attendance
- Measures student population during the entire year, rather than at one point in time
- Local school systems currently provide MSDE with data needed for calculation

Concerns:

- Reduces aid to all local school systems
- Increases reduction in aid to those local school systems with the highest absentee rates
- Will affect timing of budget calculations (see explanation for ADM above)

SURVEY OF APPROACHES UTILIZED:

The Department conducted a survey of 25 states and the District of Columbia (DC) to determine approaches used to count students and methods utilized for verification of reported numbers. Of those queried, 20 states and DC responded.

Approaches Utilized To Count Students:

All of the survey respondents use some type of student count as the basis for allocation of funds, as follows:

Allocation Base	
ENR	10 States
ADA	4 States
ADM	7 States

Verification of Reported Students:

Of the 21 respondents, 18 required some type of audit or verification of the allocation base. The resources dedicated to the verification process varied greatly. Audits were conducted by either independent CPA firms (4 states), state government auditors (7 states), or state education department auditors (8 states). Most of the states adjusted aid in subsequent years as the result of audit findings. A few states used statistical sampling for selecting samples to be tested, but none of the states surveyed extrapolated audit results to the entire student population.

CONCLUSION:

Based upon printed research and the Department's survey, each methods above poses its own benefits and concerns. Discussions with other states indicate that some states have not changed their method or discussed changing their method for decades. Other states responded that their method of counting students was constantly challenged and was a recurring issue. These comments were consistent, regardless of the method being used.

The legislative auditors' recommendation that the Department consider a change in method to ADA infers that there is a correlation between providing local school systems with a financial incentive to improve attendance rates and an actual increase in attendance rates. Because other states seldom alter their method of determining enrollment, it was not possible to verify or refute this assumption from existing data. A change to ADA financially benefits school systems with high attendance rates and reduces aid to those systems with low attendance rates. However, it is reasonable to conclude that more resources are required to increase attendance rates of truant students than are required to maintain attendance rates of students who are present in school regularly.

Using ADM as a method of determining enrollment also provides school systems with a financial incentive to keep students in school. Transitioning to this method would result in less dramatic shifts of resources from school systems with high concentrations of disadvantaged students than would transitioning to ADA.

INTRODUCTION:

In August, 1996, the Office of Legislative Audits issued a report on a performance audit they had conducted of the Maryland State Department of Education (MSDE). One of the objectives of the audit was to evaluate the methods used to distribute aid to local education agencies (LEAs). Among the auditors findings was one which stated that the "method of distributing basic current expense aid (enrollment) does not provide financial incentive to encourage attendance" and further stated that this was a "policy issue". The auditor's found:

- The enrollment method (ENR) is not representative of the actual student population that attends school during the entire academic year, but rather, focuses on the size of the population at one point in time (September 30) as the basis for distributing funds to the LEAs. As a result, LEAs have a financial incentive to encourage student attendance for only a brief period of the year. There is no financial incentive for LEAs to encourage student attendance subsequent to September 30.

- The impact of using ADA in lieu of ENR and determined that aid was provided to LEAs for students that had absentee rates in excess of the State standard acceptable rate of 6%. Calculations disclosed that in fiscal year 1996, the State share of aid distributed to LEAs applicable to absenteeism in excess of the State's standard acceptable absentee rate of 6% was $28.3 million.

- ENR assumes that the students enrolled on September 30 will attend school for the entire year, which is not the case in certain LEAs. Based upon the standard acceptable absentee rate of 6%, 11 LEAs met the standard while 13 LEAs did not.

- The distribution of aid based on ADA appears to be more equitable than ENR and provides financial incentives to LEAs to initiate efforts that are effective in improving student attendance. It would also help ensure that State and local subdivisions are paying for educational services that are actually being provided to students

- The use of ADA would not significantly impact the total amount of funds distributed to the LEAs, however, the amount of funding distributed to each LEA would change.

The auditors recommended that the Department consider fostering legislation to distribute basic current expense aid to LEAs based upon ADA and that, if such legislation is enacted, it should be determined if additional funds should be provided to applicable LEAs to assist their efforts to reduce high student absenteeism.

The Department responded that it would research and evaluate other states experiences with implementing alternative methods of distributing aid to local school systems. As a result this report has been prepared.

BACKGROUND:

States use a wide variety of methods to distribute aid to local school systems. In fact, no two states fund education in exactly the same way, as each state attempts to allocate funds to meet it's perceived educational needs.

Most states can divide their aid to education into two types; basic support aid and categorical aid. Categorical aid must be spent on a specific, identified, educational need such as special education, compensatory education, and vocational education. It may or may not require a local contribution.

Basic support aid is the main component of most state's education financing. It is a general purpose aid that is to be spent on the day-to-day operations of the school district. Basic support aid is designed to equalize the distribution of aid in direct relationship with educational need and inversely to local ability to pay: that is, the greater the perceived educational need of the district, the more aid it will receive compared to districts with less need; and the greater the ability of a district to finance education, the less aid it will receive compared to districts with lower ability.[3] In Maryland, the allocation of basic support aid (state share of basic current expense), is based upon a formula that incorporates enrollment size and a local jurisdiction's taxable wealth. The remainder of this report will focus on basic support aid and enrollment size.

Most states use one of three methods to define the size of student population; enrollment (ENR), average daily attendance (ADA), or average daily membership (ADM).

DEFINITIONS: METHODS OF DETERMINING STUDENT POPULATION SIZE:

The most recent research we found related to the determination of student population size is based upon the 1993-94 school year. At that time 22 states were using average daily membership(ADM), 12 states were using enrollment at a particular date (ENR), and 7 states were using average daily attendance (ADA) to determine the size of student population. Descriptions of each of these methods, perceived benefits and concerns for each method, and the effect on the size of student population and ranking of changing from ENR to either ADM or ADA follows.

Enrollment (ENR):

Enrollment is based upon the number of students in membership, that is, the aggregate number of students present and absent on a particular day. This is the method used in Maryland in accordance with the Education Article, Section 5-202 of the Annotated Code of Maryland. Enrollment is calculated based upon the number of students enrolled on September 30 each year.

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[3] American Education Finance Association and the Center for the Study of the States. Public School Finance Programs of the United States and Canada, 1993-1994

In order for a student to be included in the September 30 student enrollment count, the student must:

a. **Be between the ages of 5 and 21**
b. **Be enrolled in a school program**
c. **Be present at least one day in September and not marked withdrawn on or before September 30**
d. **Be a bona fide resident of the State of Maryland**
e. **Have proof of receiving age appropriate immunizations**

Benefits:

- Currently being utilized; no changes required

Concerns:

- A measure of student population at only one point in time
- Ability to manipulate data related to student population

Average Daily Membership (ADM):

The average daily membership is based upon the sum of the days present and absent of all students when school is in session. It is the most common method utilized for determining the size of student populations.

Using ADM instead of ENR reduces total student population statewide by approximately .6%. Changes in the size of student population for each local school system vary from an increase of 19% (Baltimore County) to a decrease of 2.64% (Charles County). (See Appendix A).

The size of the student population in each jurisdiction remains at the same ranking as the current method. (See Appendix B).

Formula for ADM:

Aggregate Number of Days Attending and Absent ÷ Number of Days Schools Were Open = Average Daily Membership

Benefits:

- Level of state aid remains relatively constant
- Measures student population during the entire year, rather than at one point in time
- Local school systems currently provide MSDE with data needed for calculation

Concerns:

- Will affect timing of budget calculations

Average Daily Attendance (ADA):

The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day of the September to June school year. The percent average daily attendance is determined by dividing the aggregate number of students in attendance by the aggregate number of students in membership for the September to June school year.[4]

When compared to the method currently used (ENR), total student population statewide is reduced by approximately 7.2%. Changes in the size of student population for each local school system vary from a decrease of 4.43% (Howard County) to a decrease of 12.45% (Baltimore City). Other jurisdictions that would experience a significant decrease in the size of student population include Charles County (-8.85%), Prince George's County (-8.04%) and Somerset County (-7.67%) (See Appendix A for a complete listing).

The size of the student population in each jurisdiction remains at the same ranking as the current method, with the exception of Montgomery County (which increases from the second largest to the largest student population) and Prince George's County (which decreases from the largest student population to the second largest student population). (See Appendix B)

Formula for ADA:

Aggregate Number of Days Attending ÷ Number of Days Schools Were Open = Average Daily Attendance

Benefits:

- Provides a financial incentive for local school systems to encourage improved attendance
- Measures student population during the entire year, rather than at one point in time
- Local school systems currently provide MSDE with data needed for calculation

Concerns:

- Reduces enrollment size in all local school systems
- Increases reduction in aid to those local school systems with the highest absentee rates
- Will affect timing of budget calculations (see explanation for ADM, above)

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[4] Source: Guide for Defining the Data-Base Areas By Local School Systems, Maryland School PerformanceProgram, PartII, Maryland State Department of Education. Revised February, 1997

SURVEY OF APPROACHES UTILIZED:

The Department conducted a survey of 25 states and the District of Columbia (DC) to determine approaches used to count students and methods utilized for verification of reported numbers. Of those queried, 20 states and DC responded.

Approaches Utilized To Count Students:

All of the survey respondents use some type of student count as the basis for allocation of funds, as follows:

Allocation Base	
ENR	10 States
ADA	4 States
ADM	7 States

Of the 21 respondents, 3 had changed methods since 1993-94; one from ADM to ENR, one from ADM to ADA, and one from instructional units to ENR.

Verification of Reported Students:

Of the 21 respondents, 18 required some type of audit or verification of the allocation base. The exceptions were New Hampshire, Vermont, and North Carolina. New Hampshire and Vermont monitor the consistency of reported enrollment. Unexpected fluctuations are audited or verified for correctness. North Carolina audits school district expenditures, but not the number of reported students.

The resources dedicated to the verification process varied greatly. Audits were conducted by either independent CPA firms (4 states), state government auditors (7 states), or state education department auditors (8 states). Most of the states adjusted aid in subsequent years as the result of audit findings. A few states used statistical sampling for selecting samples to be tested, but none of the states surveyed extrapolated audit results to the entire student population.

CONCLUSION:

Based upon printed research and the Department's survey, each methods above poses its own benefits and concerns. Discussions with other states indicate that some states have not changed their method or discussed changing their method for decades. Other states responded that their method of counting students was constantly challenged and was a recurring issue. These comments were consistent, regardless of the method being used.

The legislative auditors' recommendation that the Department consider a change in method to ADA infers that there is a correlation between providing local school systems with a financial incentive to improve attendance rates and an actual increase in attendance rates. Because other states seldom alter their method of determining enrollment, it was not possible to verify or refute this assumption from existing data. A change to ADA financially benefits school systems with high attendance rates and reduces aid to those systems with low attendance rates. However, it is reasonable to conclude that more resources are required to increase attendance rates of truant students than are required to maintain attendance rates of students who are present in school regularly.

Using ADM as a method of determining enrollment also provides school systems with a financial incentive to keep students in school. Transitioning to this method would result in less dramatic shifts of resources from school systems with high concentrations of disadvantaged students than would transitioning to ADA.

MARYLAND STATE DEPARTMENT OF EDUCATION
COMPARISON: % INCREASE/DECREASE IN STUDENT POPULATION
1995-96

1995-96	Enrollment	ADA	ADM	ENROLLMENT TO ADA	ENROLLMENT TO ADM
STATE	805,544.0	747,468.4	800,810.4	-7.21%	-0.61%
Allegany	11,300.0	10,692.6	11,235.3	-5.38%	-0.57%
Anne Arundel	71,383.0	66,270.9	69,835.5	-7.16%	-2.17%
Baltimore City	109,980.0	96,288.5	110,160.5	-12.45%	0.16%
Baltimore County	101,564.0	95,992.5	101,757.9	-5.49%	0.19%
Calvert	13,496.0	12,729.8	13,397.6	-5.68%	-0.73%
Caroline	5,521.0	5,196.7	5,479.1	-5.87%	-0.76%
Carroll	25,408.0	24,165.8	25,390.9	-4.89%	-0.07%
Cecil	14,640.0	13,590.2	14,451.4	-7.17%	-1.29%
Charles	20,966.0	19,109.7	20,413.4	-8.85%	-2.64%
Dorchester	5,216.0	4,898.1	5,174.4	-6.09%	-0.80%
Frederick	32,766.0	30,868.6	32,778.9	-5.79%	0.04%
Garrett	5,190.0	4,873.1	5,107.4	-6.11%	-1.59%
Harford	36,820.0	34,656.5	36,461.2	-5.88%	-0.97%
Howard	37,547.0	35,884.8	37,514.2	-4.43%	-0.09%
Kent	2,863.0	2,660.6	2,836.4	-7.07%	-0.93%
Montgomery	120,291.0	113,221.2	119,830.0	-5.88%	-0.38%
Prince George's	122,415.0	112,567.9	121,327.2	-8.04%	-0.89%
Queen Anne's	6,271.0	5,900.7	6,253.2	-5.90%	-0.28%
St Mary's	13,950.0	12,962.6	13,730.9	-7.08%	-1.57%
Somerset	3,277.0	3,025.6	3,221.8	-7.67%	-1.68%
Talbot	4,427.0	4,150.0	4,379.6	-6.26%	-1.07%
Washington	19,824.0	18,750.7	19,617.0	-5.41%	-1.04%
Wicomico	13,796.0	12,817.4	13,701.8	-7.09%	-0.68%
Worcester	6,633.0	6,193.9	6,554.8	-6.62%	-1.18%

MARYLAND STATE DEPARTMENT OF EDUCATION
RANKING IN SIZE OF STUDENT POPULATION
1995-96

1995-96	Enrollment	ADA	ADM	Enrollment	ADA	ADM
STATE	805,544.0	747,468.4	800,610.4			
Allegany	11,300.0	10,692.6	11,235.3	16	16	16
Anne Arundel	71,383.0	66,270.9	69,835.5	5	5	5
Baltimore City	109,980.0	96,288.5	110,160.5	3	3	3
Baltimore County	101,564.0	95,992.5	101,757.9	4	4	4
Calvert	13,496.0	12,729.8	13,397.6	15	15	15
Caroline	5,521.0	5,196.7	5,479.1	19	19	19
Carroll	25,408.0	24,165.8	25,390.9	9	9	9
Cecil	14,640.0	13,590.2	14,451.4	12	12	12
Charles	20,966.0	19,109.7	20,413.4	10	10	10
Dorchester	5,216.0	4,898.1	5,174.4	20	20	20
Frederick	32,766.0	30,868.6	32,778.9	8	8	8
Garrett	5,190.0	4,873.1	5,107.4	21	21	21
Harford	36,820.0	34,656.5	36,461.2	7	7	7
Howard	37,547.0	35,884.8	37,514.2	6	6	6
Kent	2,863.0	2,660.6	2,836.4	24	24	24
Montgomery	120,291.0	113,221.2	119,830.0	2	1	2
Prince George's	122,415.0	112,567.9	121,327.2	1	2	1
Queen Anne's	6,271.0	5,900.7	6,253.2	18	18	18
St. Mary's	13,950.0	12,962.6	13,730.9	13	13	13
Somerset	3,277.0	3,025.6	3,221.8	23	23	23
Talbot	4,427.0	4,150.0	4,379.6	22	22	22
Washington	19,824.0	18,750.7	19,617.0	11	11	11
Wicomico	13,796.0	12,817.4	13,701.8	14	14	14
Worcester	6,633.0	6,193.9	6,554.8	17	17	17

PRESENTATION TO

THE TASK FORCE ON EDUCATION FUNDING EQUITY, ACCOUNTABILITY, AND PARTNERSHIPS

Overview of Performance Audit To Evaluate Maryland State Department Of Education's Procedures For Distributing And Monitoring Aid To Local Subdivisions

Office of Legislative Audits
Gerald W. Martz, Audit Manager
William N. Devins, Audit Supervisor
November 12, 1997

INTRODUCTION

Mr Chairman, Members of the Task Force on Education Funding Equity, Accountability, and Partnerships

We are here this evening to provide an overview of the performance audit that we completed in 1996 of the Maryland State Department of Education's procedures for distributing and monitoring State aid to local education agencies (LEAs) After our presentation, we will attempt to answer any questions you may have Senior staff personnel involved in the audit and accompanying me tonight are William Devins, Audit Supervisor and Nicholas Marrocco, In-Charge Auditor

We initiated this audit for two reasons First, we noted during a previous fiscal/compliance audit of the Department that procedures for auditing student enrollment could be improved Student enrollment data is a key element used to calculate State and local basic current expense aid which exceeds $2 6 billion annually Second, we identified accountability over State education aid as an area warranting in-depth review Although the Department has developed a comprehensive system of accountability that measures student performance, very little of the Department's resources are directed toward accountability measurements applicable to education finances

The results of our audit were presented in two reports dated August 30, 1996 and December 26, 1996, as follows

- *Significant State and Local Education Aid Paid For Which Local Education Agencies Could Not Substantiate Minimum Student Enrollment Requirements: Monitoring Needs To Be Improved* - August, 1996
- *Local Education Aid Not Subject To Sufficient Fiscal Accountability: Analysis and Monitoring Of Local Education Agency Operating Expenditures Needs To Be Performed* - December, 1996

AUGUST 1996 PERFORMANCE REPORT ON ENROLLMENT

This report addresses our evaluation of the Department's efforts to substantiate the validity of student enrollment data reported by LEAs and the methods used to distribute aid to LEAs Utilizing statistical sampling methods, we selected random samples of students from five LEAs (Baltimore City and Frederick, Harford, Montgomery and Worcester Counties) and tested the validity of reported student enrollment

CONCLUSIONS

The results of our enrollment validation tests disclosed the following

- Three of the five LEAs selected could not substantiate that minimum attendance requirements had been met for between 10% and 26% of the enrolled students tested (see Summary of Statistical Sample Results on page 8) Based on statistical projections to the entire student enrollment population for these three LEAs, we estimate that the attendance requirements could not be substantiated for between 33,435 and 66,568 students

- Three of five LEAs tested did not maintain evidence of immunizations for between 8% and 39% of the enrolled students tested Based on statistical projections to the entire student enrollment population for these three LEAs, we estimate that the immunization requirements could not be substantiated for between 39,749 and 71,829 students
- Certain students reported as enrolled were ineligible to be counted For example, we noted students who were reported twice, students who never attended school, a deceased student and students for which required attendance documentation was lacking
- Required enrollment documentation (e g , for immunizations, physical examinations) was not maintained by the 5 LEAs for between 11% and 65% of the students tested

In addition to our enrollment tests of five LEAs, we identified several Statewide issues that we determined should be addressed

- LEA policies for recording attendance were not always followed and were not comprehensive In addition, the methods used to document student attendance within each LEA were inconsistent For example, one LEA used at least eight different methods to record student attendance
- LEA student files lacked adequate documentation to substantiate that students were residents in the respective local subdivisions For example, our review of 146 student files for an LEA that borders another state disclosed that adequate documentation regarding the student's residence was lacking in 118 (81%) of the files tested
- The State's method for determining LEA enrollment size is not based on the actual student population that attends school during the entire school year, but rather, on the

size of the student population for a single day in September As a result, LEAs and their respective schools have a financial incentive to encourage student attendance for a brief period of the year since enrollment at this time is the basis for funds distributed to LEAs There is no financial incentive for LEAs to encourage student attendance subsequent to this point since student attendance or absences will have no impact on funding received State and local aid applicable to absenteeism in excess of 6%, which is the State's standard acceptable rate, totaled $40 7 million for fiscal year 1996

RECOMMENDATIONS

- **The Department should determine, in conjunction with the General Assembly, the appropriate action to take for students for which enrollment requirements could not be substantiated.**
- **The Department should ensure that LEA procedures are revised to adequately document attendance, enrollment and residency requirements, and institute more comprehensive monitoring and auditing procedures for all LEAs.**
- **The role of the Department, LEAs and local subdivisions in monitoring compliance with enrollment requirements should be better defined.**
- **The Department should consider fostering legislation to distribute basic current expense aid to LEAs based on a method that would provide a financial incentive for improving attendance.**

The General Assembly formed a Special House Committee on School Enrollment Management to address the enrollment and student attendance issues raised in our report As a result of joint hearings of the General Assembly the Department formed task forces to recommend revisions to the student attendance and residency regulations and the Department's auditing and monitoring procedures

DECEMBER 1996 PERFORMANCE REPORT ON ACCOUNTABILITY

This report addresses our evaluation of the Department's procedures to analyze and monitor LEA operating expenditures It also addresses our analysis of approximately 61% of the LEA operating expenditures, which totaled $5 1 billion for fiscal year 1995, to identify variances, trends and ratios which may be indicative of inefficiencies We focused our analysis on the areas of administration, instruction and special education

CONCLUSIONS

We concluded that the State's 24 LEAs are not subject to sufficient fiscal accountability Oversight and monitoring of LEA operating expenditures is minimal at both the State and local levels We determined that the Department needs to improve its analysis and monitoring of LEA operating expenditures In addition, our analysis of LEA expenditures disclosed a number of significant variances and unusual trends and ratios We acknowledge that the LEAs have been given a significant level of autonomy and that there may be reasonable explanations for certain variances, trends and ratios However, considering the magnitude of State and local education aid provided (over $4 8 billion for fiscal year 1995), we believe that the Department should take appropriate steps to increase LEA fiscal accountability, which would complement the Department's efforts regarding academic accountability

RESULTS OF ANALYSIS OF LEA REPORTED OPERATING EXPENDITURES

- During fiscal years 1991 through 1995, the State's share of funding of Basic Current Expense Aid increased 68% while student enrollment increased 12% and inflation was 15%
- Level of per student instruction costs did not correlate to level of performance on the State's functional tests For example, students for 5 of the 6 LEAs with the lowest instruction cost per student met the State's standard for passing the tests, while students from only 2 of the 6 LEAs with the highest instruction cost per student met the standard for passing
- Certain LEAs spent a disproportionate amount of funds for administration (see related charts on page 9)
- Significant variances were noted in staffing per student, expenditures for equipment, materials and supplies per student and costs related to school principals' offices
- Certain LEAs were inappropriately reporting non-instruction personnel as teachers For example, one LEA reported 311 secretaries as instruction positions
- The amount of funds spent on instruction did not necessarily correlate with the number of teachers in the classroom

RECOMMENDATIONS

- **Department establish a plan to perform financial analyses and monitor LEA annual operating expenditures**
  - Should complement the Department's established system to measure LEA progress toward achieving Statewide academic standards

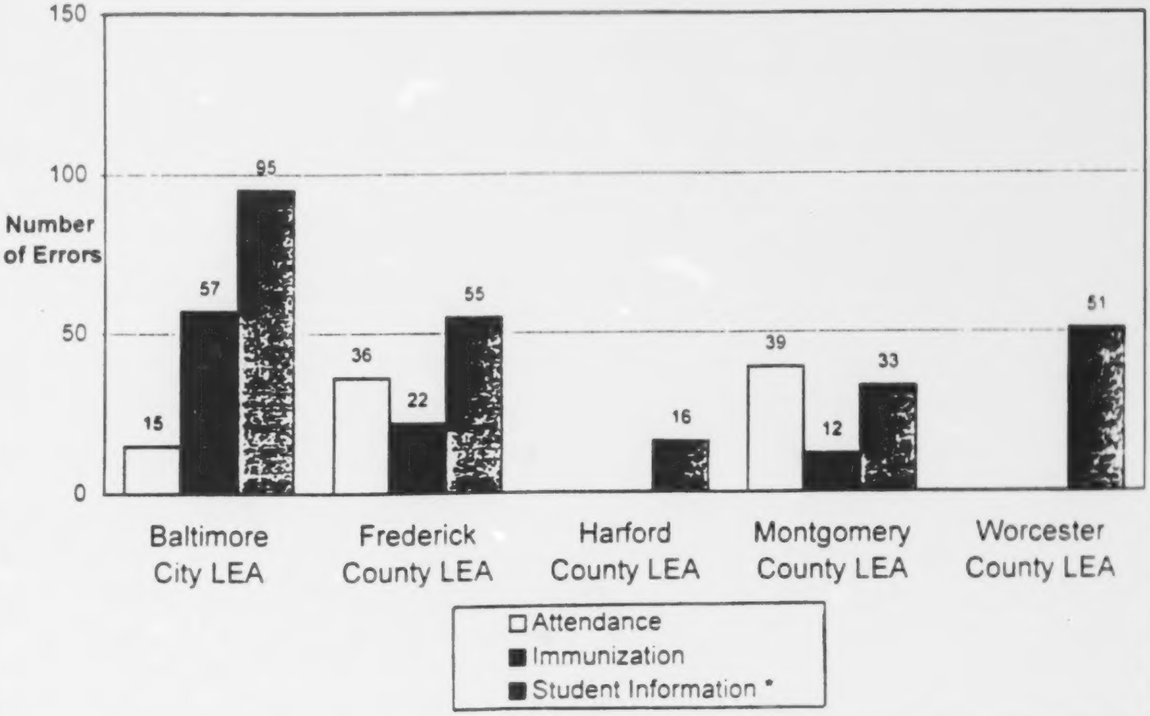
  - Should identify those LEAs that may be able to enhance operating efficiency
  - Results should be reviewed with local governments and LEAs to determine if action needs to be taken
- **Department implement a comprehensive automated financial reporting model for use by all LEAs in reporting fiscal data**
  - Vital to have a reliable, uniform system to report expenditures, as well as budget information, so that comparisons and analyses can be performed by the Department on a timely basis
  - Information from system could also be used by LEAs, local governments and others (e g , parent/teacher organizations) to evaluate efficiency and fiscal performance
  - Adequate resources should be allocated to establish, implement and operate the automated financial reporting model
- **The Department, in cooperation with local governments, foster legislation requiring LEAs to periodically have audits to assess their efficiency and compliance with fiscal requirements**
  - Compliance and/or performance audits should be required
  - Results should be used in conjunction with other Department monitoring activities to enhance accountability
  - Auditor should be organizationally independent and have access to all fiscal records

SUMMARY OF STATISTICAL SAMPLE RESULTS

CHART PRESENTATION

Local Education Agency	Sample Size	Number of Errors					
		Attendance		Immunization		Student Information *	
Baltimore City	146	15	10.3%	57	39.0%	95	65.1%
Frederick County	146	36	24.7%	22	15.1%	55	37.7%
Harford County	146	0	0.0%	0	0.0%	16	11.0%
Montgomery County	146	39	26.7%	12	8.2%	33	22.6%
Worcester County	143	0	0.0%	0	0.0%	51	35.7%

GRAPHICAL PRESENTATION



* Includes immunization errors A number of students had more than one type of student information error

Administration Cost Per Student And Administration Cost As Percentage Of Total Costs Fiscal Year 1995

LEA	Administration Cost per Student	Deviation from Average ($248)
Somerset	$386	55 65%
Kent	$359	44 76%
Queen Anne's	$315	27 02%
Baltimore City	$281	13 31%
Howard	$273	10 08%
Carroll	$267	7 66%
Montgomery	$267	7 66%
Dorchester	$262	5 65%
Caroline	$260	4 84%
St Mary's	$252	1 61%
LEA Average	**$248**	-
Prince George's	$245	-1 21%
Washington	$240	-3 23%
Worcester	$238	-4 03%
Wicomico	$234	-5 65%
Charles	$226	-8 87%
Anne Arundel	$222	-10 48%
Cecil	$221	-10 89%
Frederick	$219	-11 69%
Talbot	$217	-12 50%
Calvert	$213	-14 11%
Baltimore County	$205	-17 34%
Garrett	$198	-20 16%
Allegany	$186	-25 00%
Harford	$158	-36 29%

LEA	Admin. as a Percentage of Total Cost	Deviation from Average (3.76%)
Somerset	5 59%	48 67%
Kent	4 86%	29 26%
Queen Anne's	4 71%	25 27%
Baltimore City	4 27%	13 56%
Carroll	4 26%	13 30%
Caroline	4 25%	13 03%
Wicomico	3 98%	5 85%
Dorchester	3 97%	5 59%
Washington	3 91%	3 99%
St Mary's	3 81%	1 33%
Howard	3 78%	0 53%
LEA Average	**3.76%**	-
Cecil	3 66%	-2 66%
Frederick	3 55%	-5 59%
Charles	3 53%	-6 12%
Prince George's	3 53%	-6 12%
Worcester	3 50%	-6 91%
Calvert	3 44%	-8 51%
Anne Arundel	3 32%	-11 70%
Talbot	3 27%	-13 03%
Montgomery	3 22%	-14 36%
Garrett	3 17%	-15 69%
Allegany	3 02%	-19 68%
Baltimore County	2 92%	-22 34%
Harford	2 63%	-30 05%